DOCUMENT RESUME

ED 237 467	SP 023 092

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TITLE	An Inquiry into Student Recruitment Efforts and Attitudes of 245 Schools, Colleges and Departments of Education from Three Types of Institutions and of Four Sizes.
PUB DATE	Oct 83
NOTE	160p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Administrator Attitudes; *Black Colleges; *Education Majors; Higher Education; Preservice Teacher Education; *Private Colleges; Program Costs; Program Effectiveness; Program Evaluation; Public Education; *Schools of Education; *State Colleges; *Student Recruitment
IDENTIFIERS	Systematic Student Recruitment Program

ABSTRACT

A study described efforts of 245 schools, colleges, and departments of education (SCDEs) at private, public, and traditionally black institutions to recruit students into preservice teacher preparation programs, and the attitudes of teacher education department heads at those institutions toward several aspects of student recruitment. Results received from a survey questionnaire indicate that the majority of SCDE recruitment is carried on in a casual and unsystematic, unplanned fashion, unless it is performed through a Systematic Student Recruitment Program (SSRP). Lack of funds and personnel were seen as the major difficulties encountered in recruitment programs, and results showed little, if any, money allotted to, or by, SCDEs for recruitment purposes. According to over 80 percent of SCDEs, the number one criterion used for selecting a target population for recruitment was student interest in a program like theirs, and the most effective recruitment method was through scholarships. "Blacks" was a minority group underrepresented at 73 percent of SCDEs from public institutions and 58 percent of SCDEs from private institutions. A large percentage of SCDEs reported science and mathematics as areas where recruitment is needed most. A list is provided of 30 SCDEs that have "rigorous" SSRPs. The study discusses each survey question in detail and includes 53 tables. Appended to the report are: the basic questionnaire; the survey cover letter; individual responses to six open-ended survey questions; and a bibliography. (JMK)

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AN INQUIRY INTO STUDENT RECRUITMENT EFFORTS AND ATTITUDES OF 245 SCHOOLS, COLLEGES AND DEPARTMENTS OF EDUCATION FROM THREE TYPES OF INSTITUTIONS AND OF FOUR SIZES[1]

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SP023092

ACKNOWLEDGEMENTS

Many individuals are to be acknowledged for their assistance and support with the research project. This researcher would like to thank Dr. David G. Imig, Executive Director of the American Association of Colleges for Teacher Education (AACTE), and Dr. Ellis A. Joseph, Dean of the University of Dayton School of Education, for their support throughout the project. The assistance of Ms. Sheila Madison, information specialist of AACTE, Ms. Barbara Deschapelles, of computing activities-academic services at the University of Dayton, and Dr. Herman Torge of the University of Dayton Office of Educational Services was extremely helpful. Thanks goes to the Office of Graduate Studies and Research at the University of Dayton for the fellowship awarded to the project.

A special note of appreciation goes to Dr. Jerrold D. Hopfengardner, Associate Dean of the School of Education at the University of Dayton, for his guidance and willingness to share his knowledge of student recruitment in teacher education.

STATEMENT OF PURPOSE

The purpose of this investigation is to determine and describe (1) the efforts of SCDEs to recruit students into preservice teacher preparation programs, and (2) the attitudes of heads of teacher education toward several aspects of student recruitment. Specifically, the following inquiries are made:

1. To what extent are SCDEs, from institutions of various types and sizes, implementing a student systematic student recruitment program?[1] How do SCDEs describe their recruitment efforts?

2. Do those SCDEs not possessing a recruitment program see the need for one?

3. What obstacles may be encountered in establishing and implementing a recruitment program?

4. What criteria are/should be used to select a target population for recruitment?

5. What incentives for entering the teaching profession is/should be emphasized?

6. What factors steer students away from teaching and must be overcome by recruitment efforts?

7. What minority groups are underrepresented at SCDEs and need to be recruited?

8. What recruitment methods may be effective in recruitment?

9. In which areas of study in teacher education are recruitment efforts needed most?

10. Do SCDEs possess a separate budget for recruitment in addition to the institution's?

11. How much money is allocated per student for recruitment purposes at SCDEs?

The answers to these questions via replies from SCDEs nationwide can be used as guidelines for the improvement of recruitment efforts. Also, the study may serve as both a catalyst for SCDEs to initiate a recruitment

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[1] A systematic student recruitment program is defined in this study as a formal and implemented plan to attract students into a preservice teacher preparation program.

INTRODUCTION

The low academic ability of education majors has been highlighted by individuals and publications within and outside the teaching profession (NCES, 1982; Newsweek, May 9, 1983; Time, June 1980; Vance and Schlechty, 1982). Frequently, students with low academic ability choose the teaching profession, while those with high academic ability pursue careers with greater promise to improving their future job opportunity (AAUP, 1982). Two articles have appeared recently in the Journal of Teacher Education which describe active student recruitment by teacher education units to rectify this condition. Hopfengardner, Lasley and Joseph (1983) present a recruitment plan focusing on systematic efforts to attract competent students into preservice teacher education programs. Wimpelberg and King (1983) suggest a "domestic educational peace corp" to recruit and support students willing to defer preparation for other professions and undertake teaching. Both articles call for improved student recruitment efforts to combat the low esteem held for education majors and the teaching profession in general.

The improvement of student recruitment in teacher education can be facilitated by determining current recruitment efforts by schools, colleges and departments of education (SCDEs) and attitudes toward several aspects of recruitment by heads of teacher education. In other words, to know where we're going in teacher education, we must know where we're at.

program and a basis for comparison by SCDEs implementing a recruitment program.

REVIEW OF RELATED LITERATURE

Concerned with the quantitative and qualitative shortage of teachers in the late 1940s and with the prospect that the shortage would continue until 1960, Byers (1950) conducted a study to determine the status of recruitment of candidates for elementary school teaching by colleges, universities and secondary schools. Data were received from 66 institutions of higher education (IHEs) selected on the basis of their participation in an American Council on Education study on teacher education, engagement in student recruitment or having been recommended by the U.S. Office of Education and by educational leaders. Most of the IHEs responding in the study expressed interest in recruiting candidates for teaching and were dissatisfied with their own recruitment efforts. The IHEs possessing the most active, well-coordinated recruitment programs delegated responsibility for the programs to specific personnel. However, most the IHEs indicated the entire staff as being responsible for recruitment. The incentives for teaching most frequently emphasized by the IHEs in their recruitment efforts were: the opportunity for service, social significance of teachers, and the joy received from working with children. The four procedures used most often in interesting high school students in teaching were: visits by college representatives to high schools, promotional letters to follow visits by representatives, campus visitations for high school students, and talks to high school students by education majors. Thirty-four percent of the IHEs stated they had made efforts to develop community awareness of the needs and opportunities in teaching. The three media used most often to achieve this aim were: newspaper articles, talks to service clubs and other organizations, and radio spot announcements and programs. Some IHEs in the study had developed brochures and a few made movies on teaching. Byers concluded that even though a variety of approaches to recruitment of candidates for teaching were utilized by IHEs, no patterns emerged for effective recruitment approaches.

In 1963, a survey of 121 colleges by the American Association of Colleges for Teacher Education (AACTE) indicated the methods used by teacher education units to recruit competent students (see Table 1).

Place Table 1 about here

The Student National Education Association (SNEA) and conferences with professors were the means of encouragement to enter teaching used by 45 percent of institutions. When the teacher education committee at each college was asked the issues to which they focused their efforts on, only five institutions responded with "recruitment for teacher education."

Mari-Lucci Ulibarri (1971) explored whether recruitment procedures attracted students into outstanding teacher education programs. Using those institutions she selected as having an outstanding teacher education program, Ulibarri concluded that few SCDES actively recruited students. Ulibarri stated that recruiting procedures are extremely limiting and usually occur in the form of university catalogues and pamphlets which do no more than stress the social virtues of teaching.

The most recent study on student recruitment reported in the literature was performed by McGeever (1982). McGeever surveyed 48 teacher education units in the State of Ohio to determine the extent of their recruitment practices. The findings showd that 43 of the 47 responding units did not have a formal (written) recruitment plan, although all units indicated a utilization of some form of recruitment. The director of admissions at the colleges and universities had primary responsibility for teacher education recruitment in 29 (62%) institutions. The recruitment methods used most frequently were brochures, college catalogues, and oral presentations to groups (see Table 2). The criteria used as a basis for recruiting students varied among the institutions, but the most frequently used criteria were: high school grade point average, undergraduate grade point average, and basic academic skills. The incentives for entering teaching which were emphasized most frequently in recruiting were: working with children and service to community. The recruitment practices identified as effective were: personal contact via letters, telephone conversations, and on-campus interviews.

Place Table 2 about here

A comparison of the findings from Byers (1950) and McGeever (1982) shows that IHEs in these time periods used similar incentives and procedures for recruiting students into teacher education. Responding IHEs in 1950 and SCDEs in Ohio in 1982 listed service and working with children as the incentives most frequently used in recruitment. The similar methods used to recruit students in 1950 and 1982 were: oral presentations (visits to high schools by IHE representatives), campus visits by high school students, brochures, catalogues and letters. The 1963 study by AACTE found the SNEA and conferences with professors as the most frequently used means of encouraging students into teaching. This suggests that colleges during this time were more interested in recruiting students within the college setting. Table 1 shows that only five colleges found working with high schools as a means of encouragement.

METHODOLOGY

Subjects. The population for the study was 578 SCDEs holding institutional membership in the American Association of Colleges for Teacher Education (AACTE). These SCDEs comprised 80 percent of the 723 AACTE institutional members and 43 percent of the approximately 1340 teacher preparation institutions in the United States. It was necessary to exclude 147 AACTE members from the study because data was not available on the number of 1982 bachelor degree recipients eligible for teacher certification from these SCDEs. These data were needed for the stratified random sample procedure employed by the study.

The study population was categorized by the type of institution -- public, private, and traditionally black institutions.[2] The decision to have a category for traditionally black institutions was based on the recommendation by Wynn (1980) that traditionally black teacher education programs develop support systems for recruiting academically able black students. The data collected for the study from traditionally black institutions could assist in implementing the recommendation. The private and public categories consisted of four subgroups based upon the number of 1982 bachelor degree recipients eligible for teacher certification. The four subgroups were identified as SCDEs with 1982 bachelor degree recipients eligible for teacher certification totally 0-38, 39-85, 86-183 and 184-over. Table 3 shows the study population by category and subgroup.

Place Table 3 about here

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[2] Traditionally black institutions were placed in the private and public institution category as well as the traditionally black institution category.

A stratified random sample procedure was used to select the sample from the study population, with exception of the traditionally black institutions. The entire study population of traditionally black institutions were included in the survey. All traditionally black institutions also were eligible for inclusion in the sample of SCDEs from private and public institutions. The size of the sample from the private and public institutions was based on a 99 percent confidence level of the AACTE membership (see Isaac and Michael, 1982). The sample size needed to meet this level was 192 for SCDEs from private institutions and 206 for SCDEs from public institutions. The number of SCDEs needed from each subgroup within the private and public categories was calculated by using the subgroup percent of the total category and multiplying it by the sample size needed. For example, it was known that public SCDEs with 1982 bachelor degree recipients eligible for teacher certification numbering 184-over composed .448 of the SCDEs in the study population from public institutions; therefore, 44.8 percent (93) of the 206 public institutions were needed for this subgroup. Table 3 shows the sample size for each type of institution and subgroup. The study sample was selected using a table of random numbers.

Instrumentation. A 14-item questionnaire was the instrument for data collection (see Appendix A). The questionnaire consisted of three "yes"/"no" response questions, six questions with given responses which required the respondent to check the responses applicable to his/her SCDE (one of the responses was "OTHER" which gave respondents the option of adding responses not listed), three Likert-type attitudinal scale questions (Likert, 1932), and two open response questions. An optional question asked respondents to identify themselves and their institution.

The questionnaire was field-tested with a sample of five pre-selected heads of teacher education. Additional suggestions were gathered from one individual from a State Department of Education and two individuals from education research agencies. The average time for the heads of teacher education to complete the field-tested questionnaire was 12 1/2 minutes.

Data Collection and Recording. Questionnaires were sent to 442 heads of teacher education in mid-July 1983. The questionnaires were accompanied by a self-addressed stamped envelope and a cover letter. The cover letter (see Appendix B) explained the objectives of the study and requested the respondent to return the completed questionnaire within a two week period. However, completed questionnaires were accepted beyond this period due to the probability that heads of teacher education were heavily engaged in administrating/teaching summer classes.

The responses, with exception to the written responses, were coded and recorded on fortran-computer sheets for easy entry into a computer. The written responses were typed onto common pages to check for similar responses.

Delimitations of the Study. The study is confined to a population of 578 SCDEs, all of which hold institutional membership in AACTE. This figure comprises 80 percent of the AACTE membership and 43 percent of the approximately 1340 teacher preparation institutions in the United States. Table 4 shows the representative numbers and percentages of the study population and sample to the total AACTE membership divided into public, private and traditionally black institutions. The confidence level in Table 4 shows the sample to be well representative of the public, private and total make-up of

AACTE. It is assumed that the study population from which the sample was selected is representative of the AACTE membership. The study population percentages in Table 4 seem to support this assumption.

The study is limited in its representation of traditionally black institutions. The study population and sample represent 41 (73.1 percent) of the 56 traditionally black institutions in AACTE. The sample is at the 85 percent confidence level.

Place Table 4 about here

Survey Response and Analysis of Data. Data collection was concluded after five weeks. At this time, it was decided that additional respondents would be few and not significantly alter the results based on the 245 returned questionnaires. Non-respondents were not sent a follow-up letter because of time and money limitations imposed upon the researcher.

For the study, 422 questionnaires were mailed and 245 were returned for a 58.1 response percentage. Table 5 shows the survey response by type of institution and number of 1982 bachelor degree recipients eligible for teacher certification. The representative percentages of the respondents to AACTE membership and the study population are given in Table 5. Of the questionnaires mailed to 396 SCDEs in public and private institutions, 231 were returned for a response of 58.3 percent. The largest number of responses and the highest response percentage came from SCDEs with 184 or more bachelor degree recipients, in 1982, eligible for teacher certification.[3]

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[3] The four subgroups in the study will be referred to as follows: Subgroup 1 = SCDEs with the number of 1982 bachelor degree recipients eligible for teacher certification totally 184-over; Subgroup 2 = 86-183; Subgroup 3 = 39-85; and Subgroup 4 = 0-38.

Respondents in this subgroup numbered 72 out of the subgroup sample of 99 for a response of 72.7 percent. The fewest responses and lowest response percentage came from Subgroup 4. The number of responses received for this subgroup was 46 out of 106 mailed questionnaires for a 43.4 response percentage.

Place Table 5 about here

A 47.4 response percentage was received from SCDEs from private institutions as 90 questionnaires were returned out of the 190 mailed questionnaires. The largest number and highest response percentage came from SCDEs of Subgroup 3. Respondents from this subgroup numbered 39 out of the 71 mailed questionnaires for a 54.9 response percentage. Even though the SCDEs in Subgroup 4 composed almost 50 percent of the private institution sample, only 37 (39.4 percent) surveys were returned of the 94 mailed questionnaires.

The SCDEs from public institutions had a 68.4 response percentage as 141 questionnaires were returned out of 206 mailed questionnaires. The largest response came from the subgroup with the largest sample -- Subgroup 1. Respondents from Subgroup 1 numbered 69 (48.9 percent of the total public institution respondents) and had a response percentage of 74.2 percent. The lowest response percentage came from SCDEs of Subgroup 3 as 56.8 percent (21 SCDEs) of the 37 mailed questionnaires were returned from this subgroup.

A 53.6 response percentage was received from traditionally black institutions as 22 questionnaires were returned of the 41 mailed questionnaires.

It is of interest to note that of the combined number of respondents from private and public institutions (N=231), the SCDEs from private institutions comprised 80.4 percent of the SCDEs in Subgroup 4 and 65.0 percent of the SCDEs in Subgroup 3. In contrast, SCDEs of public institutions composed 95.8 percent of Subgroup 1 and 72.2 percent of Subgroup 2. It appears that SCDEs from private institutions are representative of SCDEs with 85 or fewer bachelor degree recipients per year eligible for teacher certification, while SCDEs from public institutions are representative of SCDEs with 86 or more bachelor degree recipients per year eligible for teacher certification. These points may be important when analyzing the results of the study.

It is interesting to note that the greater the number of respondents shown in Table 5, the more representative the respondents are of the sample, study population, and AACTE membership. As Table 5 shows, the number of respondents from private and public institutions (N=231) compose 32.0 percent of the AACTE membership (N=723). The respondents from private institutions (N=91) is 27.3 percent of the 330 AACTE members from private institutions. The respondents from public institutions (N=141) is 35.9 percent of the 393 SCDEs in AACTE from public institutions. The 22 respondents from traditionally black institutions represent 39.3 percent of the 56 traditionally black institutions in AACTE.

The responses from the 245 returned questionnaires were checked for completeness, number-coded and entered into a computer. A low response percentage and incomplete responses for question 10 on the questionnaire, which requested the number of undergraduate admission applications, accepted students and the number of students who actually enrolled in the SCDE of the respondent (see question 10 in Appendix A), caused the researcher to omit the question from analysis. A Statistical Package for the Social Sciences (SPSS) (Nie, Jenkins, Steinbrenner and Bent, 1975) was used to conduct a frequency tabulation of 65 questionnaire items using three criteria -- the control of the institution (public or private), the number of 1983 bachelor degree recipients eligible for teacher certification, and traditionally black institutions.

Initially, an objective for the study was to describe the recruitment efforts and attitudes toward recruitment of SCDEs according to both their size and control of institution. The design of the study and the selection of the study sample were made in anticipation that the results for the study could depict how four different sizes of SCDEs from private institutions and four sizes of SCDEs from public institutions responded to the questionnaire items. However, a lower than expected response percentage from the study sample prompted the researcher to combine the subgroup from the private institution with the corresponding subgroup from public institutions. Thus, answers were tabulated for four subgroups instead of eight.

The responses to the open questions on the questionnaire and the "OTHER" categories were analyzed for common responses by typing the responses on a separate paper for easy comparison and tabulation (see Appendix C-H as examples).

RESULTS

The results for the study are presented in three sections. The first section will present the results by control of institution (private and public institutions). The second section will present the results from SCDEs of traditionally black institutions. The third section will present results by number of 1982 bachelor degree recipients eligible for teacher certification. Each section will consist of a question by question presentation of results. The written portion of the presentation will only highlight items within each question receiving the greatest proportion of responses. The reader should refer to the table(s) which accompany each question for items receiving a low response percentage, or, in cases of attitudinal scales, a low rank. Also, the reader should refer to Appendix A for the exact questions asked to participants, and to Appendix C through H for a list of responses to open questions and categories.

Private and Public Institutions

Question 1. Responses to Question 1 by 231 SCDEs show that 89 (38.9 percent) have a Systematic Student Recruitment Program (SSRP) and 140 (61.1 percent) do not have a SSRP (see Table 6). SCDEs from private institutions having a SSRP totaled 37 (46.6 percent) of 89 respondents, while 52 (37.1 percent) of the 140 respondents from public institutions have a SSRP.

Place Table 6 about here

Question 2. Of 141 SCDEs of private and public institutions not possessing a SSRP, 123 (87.2 percent) see the need for one and 18 (12.8 percent) see no need (see Table 7). The 52 SCDEs from private institutions not possessing a SSRP contained 44 SCDEs (84.6 percent) which saw a need for one. The number of SCDEs from public institutions not having a SSRP but seeing a need for one was 79 (88.8 percent) of 89 respondents.

Place Table 7 about here

Question 3. SCDEs responding to question 3 gave various reasons why they did not have a SSRP even though they saw the need for one (see Table

8). Lack of finances was the main reason for 56 (45.5 percent) of 44 SCDEs of private institutions and 43 (54.4 percent) of the 79 SCDEs from public institutions which responded to the question.

The second and third major reasons for not having a SSRP were lack of time, indicated by 36 (29.3 percent) of the respondents, and lack of personnel, mentioned by 32 (26.0 percent) of the respondents. Appendix C contains the specific responses from each SCDE.

Place Table 8 about here

Question 4. The major difficulties with implementing a student recruitment program, as perceived by 231 SCDEs of private and public institutions, were lack of personnel and lack of funds (see Table 9). The former was mentioned by 149 (64.5 percent) of SCDEs and the latter by 148 (64.0 percent). Competition within the institution for funds was indicated by 98 (42.4 percent) of SCDEs.

Lack of personnel was chosen by 62 (68.9 percent) of 90 SCDEs from private institutions as a major difficulty in implementing a student recruitment program, followed by lack of funds selected by 54 (60.0 percent) SCDEs of private institutions. For the SCDEs of public institutions (N=141), lack of funds was the major difficulty as it was selected by 94 SCDEs (66.7 percent). Lack of personnel was mentioned by 87 (61.1 percent) of the SCDEs from public institutions.

Place Table 9 about here

There were 51 SCDEs listing other difficulties to be encountered in the implementation of a student recruitment program (see Table 10). The response listed most often, irrespective of the control of institution, was "Not knowing how to proceed in a recruitment effort/lack of literature on recruitment of perspective teachers." This was the most common response by the SCDEs of private institutions (N=22), while the SCDEs of public institutions (N=29) most commonly stated "Lack of incentives to use in promoting teaching as a career" and "Lack of potential students". There were 18 miscellaneous responses which did not receive common support among SCDEs.

Place Table 10 about here

Question 5. The criterion to be used most frequently by SCDEs from private institutions and SCDEs of public institutions in selecting a target population for recruitment is the "Candidates' stated interest in pursuing a teacher preparation program in the kind of institution of the SCDE doing the recruitment" (see Table 11). This criterion was selected by 86.6 percent of the 90 SCDE respondents from private institutions and 85.1 percent of the 141 SCDE respondents of public institutions. The criterion receiving the second highest response was the "Candidates' high school rank-in-class and/or SAT/ACT scores." This response was selected by 71.1 percent of SCDEs for private institutions and 75.1 percent of SCDEs from public institutions.

Place Table 11 about here

There were 43 respondents supplying additional criteria choosing a target population for recruitment (see Table 12). The most common responses coming from this total were "Students within the college/university" and "References from teachers and principals." The former was offered by 3 of the 13 SCDEs from private institutions giving an alternative criteria and 4 of the 30 SCDEs of public institutions. The latter was from 2 SCDEs of private institutions and 5 SCDEs of public institutions. There were 19 miscellaneous responses not receiving common support from other SCDEs.

Place Table 12 about here

Question 6. The responding SCDEs selected "Helping/Human growth" and "Being with children" as the incentives to be highly emphasized when recruiting prospective students (see Table 13). On a scale of "1" to "5", with "5" being of high emphasis, 131 (57.7 percent) of 227 SCDEs responded to "Helping/Human growth" with a rank of "5". This item received a rating of "5" by 56 (62.9 percent) of 89 SCDEs from private institutions and 75 (54.3 percent) of 138 SCDEs of public institutions. "Being with children" received a rating of "5" by 48.5 percent of SCDEs responding to the item (N=227). The item received a "5" rating by 46 (52.9 percent) of 87 SCDEs from private institutions responding to the item and 64 (45.7 percent) of the 140 responding SCDEs of public institutions. Other items receiving ratings of high emphasis were "Challenging" and "Personal teacher growth -- learning continues."

Place Table 13 about here

"The importance of the teacher and teaching to children, society and the future" was the most common response to the "Other" item on question 6 (see Table 14). This response was listed by 4 of the 19 SCDEs of private institutions and 15 of the 33 SCDEs of public institutions.

Place Table 14 about here

Question 7. There were 9 items listed in the questionnaire as possible deterrents to student enrollment in SCDEs. "Low salary" was given a rating of "5", as representative of the high concern for it as a deterrent, by 153 (67.4 percent) of the 227 responding SCDEs (see Table 15). The item received the rating by 49 (56.3 percent) of the 87 responding SCDEs of private institutions and 104 (74.3 percent) of the 140 SCDEs from public institutions. The second highest rated item for the combined total of SCDEs from private institutions and SCDEs from public institutions was "Prospective students' peers, counselors or teachers advise against teaching." This item received a rating of "5" by 92 (41.1 percent) of the total numb er of responding SCDEs (N=224), 39 (45.3 percent) of SCDEs from private institutions (N=86), and 53 38.4 percent) of SCDEs from public institutions (N=138). For SCDEs of private institutions, "Tight job market" was a slightly greater concern than "Prospective students' peers..." based upon the combined ranks of "4" and "5".

Place Table 15 about here

There were 50 SCDEs offering additional responses to question 7 (see Table 16). The most common response given was the "Low prestige/image of the teaching profession." This response was supported by 8 SCDEs from private institutions and 12 SCDEs from public institutions. Another response receiving support by several SCDEs was "Bad publicity/information or misinformation about the teaching profession."

Place Table 16 about here

Question 8. Of the 231 SCDEs responding to Question 8, 155 SCDEs (67.1 percent) indicated their SCDE as having an underrepresentation of "Blacks," 43 SCDEs (18.6 percent) indicated other minority groups as being underrepresented, while 39 SCDEs (16.9 percent) indicated no underrepresentation of minority groups (see Table 17).

The responses from 90 SCDEs of private institutions show that 52 SCDEs (57.8 percent) have an underrepresentation of "Blacks", 49 SCDEs (54.4 percent) have an underrepresentation of "Hispanics", 15 SCDEs (16.7 percent) list other minority groups as being underrepresented, and 20 SCDEs (22.2 percent) have no underrepresentation of minority groups.

The 141 SCDEs of public institutions contain 103 SCDEs (73.0 percent) with an underrepresentation of "Blacks", 71 SCDEs (50.4 percent) with an underrepresentation of "Hispanics," 28 SCDEs (19.8 percent) with an underrepresentation of other minority groups, and 19 SCDEs (13.5 percent) with no underrepresentation.

Place Table 17 about here

Additional minority groups listed by several SCDEs as having an underrepresentation were "Asians" (including Orientals, Filipinos, Vietnamese, Hmong) and Native Americans (see Table 18). "Asians" were listed as being underrepresented by 6 of the 15 SCDEs from private institutions responding to the "Other" category and 10 of the 28 SCDEs from public institutions. Native Americans were listed by 6 SCDEs of private institutions and 14 SCDEs of public institutions.

Question 9. "Scholarships" was rated as the most effective recruitment method by SCDEs from private institutions and SCDEs from public institutions (see Table 19). The recruitment methods listed on the questionnaire were rated on a scale of "1" to "5" with "5" representing a high effectiveness in recruiting students. "Scholarships" received a rating of "5" by 121 (56.0 percent) of the 216 responding SCDEs to the item. Of the 82 respondents from private institutions, 50 SCDEs (61.0 percent) rated "Scholarships" as most effective and 71 (53.0 percent) of 134 SCDEs from public institutions gave the rate of "5".

The second most effective recruitment method selected by both SCDEs of private institutions and SCDEs of public institutions was "Campus visitation program(s) for high school seniors. This item was given a rating of "5" by 92 (43.2 percent) of the 213 SCDEs responding to the item, 39 (48.1 percent) of 81 SCDEs from private institutions, and 53 (40.2 percent) of 132 SCDEs from public institutions.

The recruitment method rated as the third most effective method was "Salaried recruiter(s)". This item received a rating of "4" or "5" by 68.2 percent of the 204 responding SCDEs, 65.4 percent of the 78 SCDEs from private institutions, and 69.8 percent of the 204 SCDEs of public institutions.

Place Table 19 about here

Additional recruitment methods were offered by 48 SCDEs (see Table 20). The most common method mentioned was "Personal contacts via letters and interviews". This response was most common among SCDEs of private institutions as well as SCDEs from public institutions. Other common responses were a) college nights, job fairs, career awareness programs, b) encouragement to enter teaching by teachers or alumnae who are teaching, and c) the reputation of college/university.

Place Table 20 about here

Question 10. (Question 10 was omitted from analysis.)

Question 11. The areas of study in both SCDEs of private institutions and SCDEs of public institutions where recruitment is needed most were secondary mathematics and secondary science (see Table 21). Over 80 percent of the SCDEs of private institutions (N=90) and over 90 percent of SCDEs of public institutions (N=141) reported recruitment needs in these areas.

Place Table 21 about here

There were 37 SCDEs reporting recruitment needs in vocational education (see Table 22). Industrial arts was listed as needing recruitment by two of the four SCDEs from private institutions and 21 of the 33 SCDEs of public institutions.

Place Table 22 about here

Of the 18 SCDEs from private institutions reporting other areas of study where recruitment is needed, 12 SCDEs mentioned elementary education and 5 SCDEs stated Early Childhood Education (see Table 23). The SCDEs of public institutions (N=22) reported the need for recruits in speech and hearing therapy (mentioned by 5 SCDEs) and foreign language (mentioned by 4 SCDEs).

Place Table 23 about here

Question 12. A self-description of recruitment effort by each of the 225 responding SCDEs reveal that 78 (34.7 percent) view themselves as having a casual effort; 62 (27.6 percent) perceive a limited effort: 32 (14.2 percent) see a very limited effort; 30 (22.2 percent) see a rigorous effort; and 3 depict themselves as having a very rigorous effort (see Table 24).

SCDEs from private institutions responding to the question (N=84) have 27 SCDEs (32.1 percent) describing their effort as casual; 24 SCDEs (28.6 percent) see a limited effort; and 20 SCDEs (23.8 percent) perceive a rigorous effort. At the ends of the continuum were 12 SCDEs (14.3 percent) with a very limited effort and 1 SCDE (1.2 percent) with a very rigorous effort.

The respondents from public institutions (N=141) have 57 SCDEs (36.2 percent) with a casual effort; 38 (27.0 percent) viewing a limited effort, and 30 SCDEs (21.3 percent) perceive their efforts as rigorous. SCDEs from public institutions viewing themselves with a very limited effort totaled

20 (14.2 percent). There were two SCDEs (1.4 percent) with a very rigorous effort.

Place Table 24 about here

Table 25 shows how SCDEs with a Systematic Student Recruitment Program (SSRP) describe their recruitment effort. Of the 87 SCDEs with a SSRP, 42 (45.2 percent) describe their efforts as rigorous; 33 SCDEs (35.3 percent) depict their efforts as casual; 14 (15.1 percent) see a limitee effort, while 1 SCDE (1.1 percent) sees a very limited effort and 3 (3.2 percent) view themselves as having a very rigorous effort.

Over 50 percent of SCDEs from private institutions which possess a SSRP (N=35) view themselves as having a rigorous recruitment effort. For SCDEs from public institutions with SSRPs (N=52), 22 (42.3 percent) views their efforts as casual and 19 (36.5 percent) perceives a very rigorous effort within their SCDE.

Place Table 25 about here

Question 13. The number of SCDEs possessing a recruitment budget in addition to their institution's was 23 (10.2 percent) of 226 respondents (see Table 26). Of the 23, 9 SCDEs were from private institutions and 14 SCDEs were from public institutions. Slightly over 89 percent of SCDEs from private institutions and SCDEs from public institutions do not possess a recruitment budget in addition to their institution's.

Place Table 26 about here

Question 14. Question 14 asked respondents to indicate their per pupil dollars spent in 1982-83 on recruitment for students in teacher education admitted during the 1982-83 school year. There were 194 responses to the question and of these, 82 (42.3 percent) were unable to determine their per pupil dollars and 50 respondents (25.8 percent) had no money allotted specifically for recruitment of education students. Of the 62 SCDEs reporting a per pupil amount, 30 SCDEs had a range of $1-$50, while 15 SCDEs had a per pupil amount of $201-over.

Respondents from private institutions (N=76) contained 34 SCDEs (44.7 percent) unable to determine a per pupil amount and 18 SCDEs (23.7 percent) had no money allotted for recruitment of education students. Of the 24 SCDEs reporting amounts, half had a per pupil amount of $201-over.

The respondents from public institutions (N=118) contained 48 SCDEs (40.7 percent) unable to determine per pupil amounts and 32 SCDEs (27.1 percent) with no money allotted for recruitment of education students. Of the 38 SCDEs reporting an amount, 25 had a range of $1-$50.

Traditionally Black Institutions

Question 1. Of the 22 SCDEs from traditionally black institutions responding, ten (45.4 percent) of the 22 respondents reported a SSRP in effect (see Table 28). The remaining twelve (54.5 percent) had not had a SSRP.

Place Table 28 about here

Question 2. Of the twelve SCDEs not having a SSRP, eleven (91.7 percent) saw the need for a SSRP and one saw no need for a SSRP (see Table 29).

Place Table 29 about here

Question 3. The reasons why the eleven SCDEs did not have a SSRP, even though they saw the need for one, centered on the lack of finances, personnel and time (see Table 8). Lack of finances was the major reason as it was mentioned by seven of the eleven SCDEs.

Question 4. The major difficulties SCDEs from traditionally black institutions saw with the implementation of a student recruitment program were lack of funds, lack of personnel, and competition within their institution for funds (see Table 30). Lack of funds was mentioned by 16 (72.7 percent) of the 22 SCDEs. The three additional responses offered under the "Other" category were lack of support by college/university administrators, lack of support by local high schools, teachers and counselors, and not knowing how to proceed (see Table 10).

Place Table 30 about here

Question 5. The criterion to be used by 18 (81.8 percent) of the 22 SCDEs from traditionally black institutions in selecting a target population for recruitment was "Candidates' stated interest in pursuing a teacher preparation program in an institution like the one doing the recruiting" (see Table 31). "Candidates' high school rank-in-class and/or SAT/ACT scores" was a criterion for 15 SCDEs (68.2 percent). Over half (59.1 percent) choose the "Geographic location of the candidate's home" and the "Record of the high school as a feeder school to the SCDE" as criteria. Other criteria offered by SCDEs were Honor Society/Merit scholars lists, minority status of the candidates, references from teachers and principals and schools where undergraduates/alumnae teach (see Table 12).

Place Table 31 about here

Question 6. The major incentives which SCDEs of traditionally black institutions feel should have heavy emphasis upon in recruiting prospective students are "Being with children" and "Helping/Human growth" (see Table 32). The former was given a rating of high emphasis, "5" on a scale of "1" to "5", by 15 (71.4 percent) of 21 respondents to the item and the latter received the same rating by 15 (68.2 percent) of 22 respondents. "Job satisfaction" was the common incentive placed under the "Others" category by the SCDEs (see Table 14).

Place Table 32 about here

Question 7. Three items were rated by over 50 percent of the SCDEs as being important deterrents to student enrollment in teacher education (see Table 33). These items were: "Low salary", selected by 13 (59.1 percent) of 22 respondents; "Discipline problems - student attitudes", chosen by 12 (54.5 percent) of 22 respondents; and, "Prospective students' peers, counselors or teachers advise against teaching", picked by 11 (52.4 percent) of 21 respondents. The common responses listed by two SCDEs under the "Others" category were "Bad publicity/misinformation about the teaching profession", and "Low prestige/image of the teaching profession" (see Table 16).

Place Table 33 about here

Question 8. "Hispanics" were picked by eight (36.4 percent) of the 22 SCDEs as the minority group being underrepresented at their SCDE (see Table 34). "Whites" was listed by 13 (59.1 percent) of 22 SCDEs as being underrepresented (see Table 18).

Place Table 34 about here

Question 9. "Scholarships" and "Campus visitation program(s) for high school seniors" were listed as most effective recruitment methods by SCDEs of traditionally black institutions (see Table 35). "Scholarships" received a rating of "5", reflecting a most effective technique on a scale of "1" to "5", by 12 (60.0 percent) of 20 respondents. "Campus visitation program(s) for high school seniors" received a rating of "5" by 8 (44.4 percent) of 18 respondents. Six SCDES offered alternative methods under the "Other" category, but there were no common responses (see Table 20).

Place Table 35 about here

Question 10. (Question 10 was omitted from analysis).

Question 11. The areas of study picked by 21 of the 22 SCDEs as needing recruits most were secondary mathematics and science (see Table 36). Of the four SCDEs mentioning vocational education as an area where recruitment is needed, three SCDEs listed the area of home economics and two listed industrial arts (see Table 22). Table 23 shows that of the eight SCDEs listing additional areas of study needing a recruitment effort, four listed elementary education.

Place Table 36 about here

Question 12. Table 37 shows that eight (38.1 percent) of the 21 respondents described their recruitment efforts as casual. Six SCDEs (28.6 percent) depicted their efforts as rigorous and the remaining seven SCDEs (33.3 percent) used the limited or very limited descriptor.

Place Table 37 about here

Of the ten SCDEs from traditionally black institutions which possess a SSRP, 6 (60.0 percent) describe their efforts as rigorous, while one SCDE has a casual effort and three SCDEs describe recruitment efforts as limited (see Table 38).

Place Table 38 about here

Question 13. All respondents to question 13 (N=21) reported that their SCDE does not have a recuitment budget in addition to the institution's budget (see Table 39).

Place Table 39 about here

Question 14. Ten SCDEs (58.8 percent) of the 17 respondents were unable to determine the per pupil dollars spent in 1982-83 on recruitment for students in teacher education admitted during the 1982-83 school year (see Table 40). Of the remaining seven SCDEs, five had no money allotted for education student recruitment, one gave the range of $1-$50, and one gave a range of $51-$100.

Place Table 40 about here

Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification[4]

Question 1. Fewer than 42 percent of the SCDEs within each subgroup possessed a SSRP (see Table 41). Subgroup 1 (N=71) had 29 SCDEs (40.8 percent) with a SSRP. Subgroup 2 (N=53) contained 22 SCDEs (41.5 percent) with a SSRP. Subgroup 3 (N=59) had 23 SCDEs (39.0 percent) with a SSRP, and Subgroup 4 (N=46) contained 15 SCDEs (32.6 percent) with a SSRP.

Place Table 41 about here

Question 2. Over 75 percent of the SCDEs within eadh subgroup saw the need for a SSRP, even though they did not possess one (see Table 42). The highest percentage came from Subgroup 1 as 95.2 percent of the 42 respondents recognized the need for a SSRP. Both Subgroup 2 (N=31) and Subgroup 4 (N=31) had 87.1 percent of its members respond positively to the need for a SSRP. Subgroup 3 had 29 (78.4 percent) of the 37 responsdents state the need for a SSRP.

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[4] Ibid.

Place Table 42 about here

Question 3. (Question 3 was not analyzed according to the number of 1982 bachelor degree recipients eligible for teacher certification. The reader may wish to refer to Table 8, keeping in mind that 88.9 percent of the SCDEs from public institutions are composed of Subgroup 1 and Subgroup 2, and 71.7 percent of SCDEs from private institutions are from Subgroup 3 and Subgroup 4).

Question 4. Subgroup 4 had 45 (62.5 percent) of 72 SCDEs respond that lack of funds was the major difficulty to be encountered in the implementation of a student recruitment program (see Table 43). Likewise, lack of funds was chosen by 42 (79.2 percent) of 53 SCDEs from Subgroup 2. For 68.3 percent of Subgroup 3 (N=60) and 71.7 percent of Subgroup 4 (N=46), lack of personnel was the major difficulty.

Place Table 43 about here

Question 5. Over 80 percent of the members of each subgroup chose "Stated interest in pursuing a teacher preparation program in an institution like ours" as the main criterion to be used in selecting a target population for recruitment (see Table 44). The second criterion most popular for each subgroup was "High school rank-in-class and/or SAT/ACT scores".

Place Table 44 about here

Question 6. The top two incentives to emphasize when recruiting was the same for each of the four subgroups (see Table 45). "Helping/Human growth" was chosen by 62.5 percent of Subgroup 1 (N=72), 52.9 percent of Subgroup 2 (N=51), 55.9 percent of Subgroup 3 (N=59), and 57.8 percent of Subgroup 4 (N=45). The second incentive to receive heavy emphasis was "Being with children". Fifty percent of Subgroup 1 (N=72) and Subgroup 3 (N=59), 45.1 percent of Subgroup 2 (N=51) and 46.7 percent of Subgroup 4 (N=45) rated this item as a "5" (representative of a heavy degree of emphasis).

Place Table 45 about here

Question 7. All subgroups rated "Low salary" as the most important deterrent to student enrollment in SCDEs (see Table 46). The subgroup possessing the highest percentage of SCDEs giving "Low salary" a rating of "5", to depict its importance as a deterrent on a scale of "1" to "5", was Subgroup 2. Eighty-one percent of Subgroup 2 (N=53) gave "Low salary" a rating of "5".

"Prospective students' peers, counselors and teachers advise against teaching" was the second most important deterrent to SCDE student enrollment for Subgroup 1 and Subgroup 2. Subgroup 1 (N=71) had a 42.3 percent of its members rate the item as a "5", and 38.5 percent of Subgroup 2 (N=52) gave this item a rating of "5".

The second most important deterrent to enrollment for Subgroup 3 and Subgroup 4 was "Tight job market". Half of Subgroup 4 (N=44) and 43.1 percent of Subgroup 3 (N=58) gave this item a rating of "5".

Place Table 46 about here

Question 8. Subgroup 1 had 59 (81.9 percent) of 72 respondents indicate "Blacks" as the minority group which needed to be recruited because of underrepresentation in their SCDE (see Table 47). "Blacks" were indicated by 66.0 percent of Subgroup 2 (N=53), 58.3 percent of Subgroup 3 (N=60) and 56.5 percent of Subgroup 4 (N=46). Approximately 50 percent of the members of each subgroup listed "Hispanics" as being underrepresented within their SCDE.

Place Table 47 about here

Question 9. Each of the four subgroups rated "Scholarships" as the most effective recruitment method (see Table 48). The percentage of each subgroup rating "Scholarships" as most effective ranged from 52.9 percent for Subgroup 4 (N=40) to 58.9 percent for Subgroup 3 (N=56).

"Campus visitation program(s) for high school seniors" was second most effective technique for 40.0 percent of Subgroup 1 (N=70), 44.9 percent of Subgroup 2 (N=49), 47.1 percent of Subgroup 3 (N=51), and 41.9 percent of Subgroup 4 (N=43).

Place Table 48 about here

Question 10. (Question 10 was omitted from analysis).

Question 11. Over 80 percent of the members from each subgroup indicated secondary mathematics and secondary science as the areas of study offered at their SCDE where recruitment is needed most (see Table 49). The percentages ranged from 84.8 percent to 98.1 percent.

Place Table 49 about here

Question 12. Table 50 shows how the members of each subgroup described their student recruitment efforts. For Subgroup 1 and Subgroup 3, the greatest number of their members had casual recruitment efforts -- 28 (38.9 percent) of Subgroup 1 (N=72) and 19 (33.3 percent) of Subgroup 3 (N=57). The highest number (20) of Subgroup 2 (N=52) chose limited as a descriptor, while Subgroup 4 (N=44) had 31.8 percent depict their efforts as casual and 31.8 percent depict their efforts as limited.

Place Table 50 about here

Table 51 shows how those members of the four subgroups which possess a Systematic Student Recruitment Program describe their recruitment efforts. Over 50 percent of Subgroup 3 (N=23), 48.3 percent of Subgroup 1 (N=29), 33.5 percent of Subgroup 2 (N=21), and 35.7 percent of Subgroup 4 (N=14) describe their SSRP as rigorous. Slightly lower percentages, with exception to Subgroup 2, chose casual as a descriptor. For Subgroup 2, 42.9 percent of its members depicted their efforts as casual.

Place Table 51 about here

Question 13. Over 86 percent of the members of each subgroup did not have a recruitment budget in addition to their institution's (see Table 52). The subgroup with the highest percentage of members with a separate recruitment budget was Subgroup 4 (N=45) with 13.3 percent, followed by Subgroup 1 (N=71) with 11.3 percent.

Place Table 52 about here

Question 14. The greatest proportion of the membership of each subgroup was either unable to determine the per pupil dollars spent in 1982-83 on recruitment for students in teacher education admitted during the 1982-83 school year or did not have money allotted for student recruitment.

Of the 27 SCDEs from Subgroup 1 (N=65) indicating an amount, 20 chose the range of $1-$50. This range was chosen by 7 of the 13 SCDEs from Subgroup 2 (N=42) indicating a per pupil amount. Eight of the 14 SCDEs from Subgroup 4 (N=40) which indicated an amount chose the range of $201-over.

Place Table 53 about here

DISCUSSION

Recruitment efforts. The results of the study indicate that the majority of the recruitment occurring in SCDEs of all types and sizes is carried on in a casual and unsystematic, unplanned fashion. Each of the three groups (private, public and traditionally black institutions) and four subgroups had the highest percentage of their members indicate that their recruitment efforts were casual; well over half of the members of each group and subgroup do not have a systematic recruitment program.

The lack of a systematic approach to student recruitment is more likely due to budget restraints placed on SCDEs, than the lack of desire by SCDEs. Over 87 percent of SCDES not having a Systematic Student Recruitment Program (SSRP) indicated the need for one. However, lack of finances was the major reason for these SCDEs not to have a SSRP. Lack of finances, in turn, puts restraints on the number of personnel and time devoted to a systematic effort.

When recruitment is performed through a SSRP, as was the case for approximately 40 percent of the members from each group and subgroup, it is conducted with a rigorous effort by the majority of the SCDEs from private institutions, SCDEs from traditionally black institutions, Subgroup 1, Subgroup 3, and Subgroup 4 members. SCDEs with a SSRP from public institutions and Subgroup 2 are divided between a casual and rigorous effort.

Obstacles in recruiting. Lack of funds and personnel are seen as the major difficulties to be encountered in a recruitment program. Over 55 percent of the respondents in each group and subgroup indicated one or both of these items as being impediments. The lack of information on recruiting students for teacher education was written in as another difficulty by several SCDEs.

Financing of recruitment. The results indicate that little, if any, money is allotted to or by SCDEs for recruitment purposes. An overwhelming 89 percent of SCDEs from private institutions and SCDEs from public institutions did not have a recruitment budget in addition to their institution's. All SCDEs from traditionally black institutions did not have a separate recruitment budget. Nearly 25 percent of the study sample actually indicated that no money was allotted for recruitment of students.

teaching profession". These deterrents are the significant issues to be overcome by a systematic recruitment program.

Recruitment methods. The most effective recruitment method seen by SCDEs of all types and sizes is "Scholarships". "Scholarships" is listed as most effective by over half the members of each group and subgroup. The second most effective method seen by all groups and subgroups is "Campus visitation program(s) for high school seniors". The third most effective technique for SCDEs from private institutions, SCDEs from public institutions, and the four subgroups is "Salaried recruiters". For the SCDEs from traditionally black institutions, "Oral presentations" was the third most effective method, followed by "Radio/Television". The most common "write-in" method was "Personal contacts via letters and interviews".

Minority group recruitments. "Blacks" is a minority group underrepresented at 73 percent of SCDEs from public institutions, while 58 percent of SCDEs from private institutions report an underrepresentation of the "Black" minority group. Subgroup 1 and Subgroup 2 had higher percentages of SCDEs reporting an underrepresentation of "Blacks" than Subgroup 3 and Subgroup 4. Approximately half of the members from each of these two groups and subgroups report an underrepresentation of "Hispanics".

There are 59.1 percent of SCDEs from traditionally black institutions which state an underrepresentation of "Whites" and 36.4 percent report an underrepresentation of "Hispanics".

Asians and Native Americans are reported as being underrepresented at several SCDEs.

Areas of study where recruitment is needed. A tremendously high, but not surprising, percentage of SCDEs of all types and sizes report secondary science and mathematics as areas where recruitment is needed most. Within

A large percentage of respondents from all groups and subgroups were unable to determine the per pupil amount spent for recruitment purposes (which may further indicate the lack of specific recruitment budgets in teacher education). The available information indicates that SCDEs from private institutions and SCDEs with a smaller number of bachelor degree recipients eligible for teacher certification spend much more money for recruitment per pupil than SCDEs from public institutions and the SCDEs with a large number of bachelor degree recipients eligible for teacher certification.

Criteria for choosing target population. The number one criterion to be used for selecting a target population for recruitment, according to over 80 percent of SCDEs of each group and subgroup, is "Stated interest in pursuing a teacher preparation program in an institution like ours". The second most popular criterion is "High school rank-in-class and/or SAT/ACT scores". Two common "write-in" responses were "References from teachers and principals" and "Students within college/university".

Incentives to be used. The incentives to be emphasized most in recruiting students to become teachers is "Helping/Human growth" and "Being with children". These incentives were the top choices of all groups and subgroups in the study. A large number of SCDEs added the "Importance of teacher/teaching to children, society and the future as an incentive needing high emphasis.

Deterrents to student enrollments. The deterrents to student enrollment in SCDEs made evident by the study respondents are "Low salary", "Prospective students' peers, counselors or teachers advise against teaching", and "Tight job market". Common "write-in" responses include "Bad publicity/ Misinformation about the teaching profession" and "Low prestige/image of vocational education, industrial arts is the area needing a recruitment effort. Among the "write-in" areas of study, elementary education is indicated by many SCDEs of private institutions, as well as SCDEs from traditionally black institutions, as needing students. The common "write-in" areas for SCDEs of public institutions is speech and hearing, foreign language, and English.

RECOMMENDATION

The present study sought to facilitate the improvement of student recruitment in teacher education by supplying information about current recruitment efforts and attitudes toward several aspects of recruitment by SCDEs of various sizes and from different types of institutions. Having provided his information, the researcher makes the following recommendation for future research on student recruitment in teacher education.

1. Future research should focus on the SCDEs implementing a Systematic Student Recruitment Program. These programs should be analyzed for successful components which have implications for use by a wide number of SCDEs. The following list serves as a starting point for such research. The list consists of SCDEs from the study who have identified themselves as having a very rigorous or rigorous Systematic Student Recruitment Program. (All names have been used with permission by the institution.)

    Ashland College
    Bradley University
    Central Washington University
    Farleigh Dickinson University
    Fontbonne College
    Glassboro State College
    Grambling State University
    Heritage College
    Kentucky State University
    Kutztown University of Pennsylvania
    LockHaven University

MacMurray College
New York University
Norfolk State University
North Carolina A&T State University
Northeast Missouri State University
Northern Illinois University
Ohio University
Pacific University
Radford University
Seton Hall University
Southwestern Oklahoma State University
Syracuse University
Tennessee State University
Tennessee Technological University
University of Dayton
University of Miami, Fla.
University of Portland
University of South Alabama
University of Southwestern Louisiana
Widener University

TABLES 1-53

TABLE 1

Means Used to Encourage Competent Students to Enter Teaching*

Means of Encouragement	Colleges Responding	
	Number	Percent
Student National Education Association (SNEA)	36	29.7
Major professors in personal conference	20	16.5
Guidance	19	15.7
Orientation of freshman class	15	12.3
Brochures	14	11.5
Talks with student groups on career days	11	9.0
Members of department of education	10	8.2
Endorsement and cooperation of other departments of college	9	7.4
Talks to freshman class	9	7.4
Student Education Association arouses interest	8	6.6
Faculty advisors	8	6.6
Announcements on bulletin boards and at assembly	7	5.7
Provides favorable climate of opinion	6	5.0
Introductory course in "Philosophy and History of Education"	6	5.0
Nothing was listed	6	5.0
Working through high schools	5	4.0
Offer placement service	4	3.5
Scholarships	4	3.5
High school future teachers organization	4	3.5
Sponsorship of student teachers association	3	2.5
Seminars	3	2.5
No need for recruitment (Most want to teach)	3	2.5
	N= 210	

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* From Liberal Arts Colleges and Teacher Education: A Survey of Programs, Practices and Problems. Washington, D.C.: AACTE, 1963, p. 52.

TABLE 2*

Recruitment Methods Used

Method	Percent Mentioning (N=47)
Brochures	96
College Catalogue	91
Oral Presentations	85
Display/Exhibits	45
Filmstrips/Slide Tape	43
Salaried Recruiter	40
Posters for Bulletin Boards	32
Telephone Solicitation	32
Newspaper (daily)	23
Newspaper (campus)	21
Radio/TV	19
Magazine Ads	15
Billboards	9

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*From McGeever, J.M. The Recruitment Practices of Teacher Education Units in Ohio: Summary Findings of a Survey Jointly-Sponsored and Conducted by the Appalachia Educational Laboratory and the Ohio Department of Education. Charleston, West Virginia: Appalachia Educational Laboratory, Inc., 1982, Appendix.

TABLE 3

Size of Study Population and Sample by Control of Institution and Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification	Population	Sample
TOTAL*		
184 - over	146(25.2)**	99
86 - 183	136(23.5)	83
39 - 85	149(25.8)	108
0 - 38	147(25.4)	106
	N=578	N=396
PUBLIC INSTITUTIONS		
184 - over	139(44.8)	93
86 - 183	105(33.9)	64
39 - 85	48(15.5)	37
0 - 38	18(6.8)	12
	N=310	N=206
PRIVATE INSTITUTIONS		
184 - over	7(2.6)	6
86 - 183	31(11.7)	19
39 - 85	101(37.7)	71
0 - 38	129(48.1)	94
	N=268	N=190
TRADITIONALLY BLACK INSTITUTIONS		
184 - over	2(5.1)	2
86 - 183	13(33.0)	13
39 - 85	10(25.6)	10
0 - 38	14(35.9)	14
	N=41	N=41

*Does not include traditionally black institutions per se, only institutions identified as public or private are included in this total.

**Number in parentheses is the percentage of N for the category.

TABLE 4

Representation of Study Population and Sample to AACTE Membership by Control of Institution

Control of Institution	AACTE Membership	Study Population		Study Sample		
		Number	Percent of Membership	Number	Percent of Membership	Confidence Level of AACTE Membership**
Public Institutions	393	310	79.0	206	52.0	95.0
Private Institutions	330	268	81.0	190	58.0	97.5
Traditionally Black Institutions	56	41	73.2	41	73.2	85.0
TOTAL*	723	578	80.0	396	55.0	99.0

*Does not include traditional black institutions because they are included in public and private instititions.

**Calculations based on Isaac and Michael (1982).

TABLE 5

Survey Response Rate By AACTE Membership, Control of Institution, and Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

Control of Institution	Number of Bachelor Degree Recipients Eligible for Teacher Certification				
	1. 184-over	2. 86-183	3. 39-85	4. 0-38	Row Total
Total*					
AACTE Membership	--**	--	--	--	723(32.0)***
Study Population	146(49.3)	136(40.0)	149(40.3)	147(31.3)	578(40.0)
Study Sample	99(72.7)	83(63.8)	108(55.6)	106(43.4)	396(58.3)
Response	72	53	60	46	231
Private					
AACTE Membership	--	--	--	--	330(27.3)
Study Population	7(42.8)	31(35.5)	101(38.6)	129(28.7)	268(33.6)
Study Sample	6(50.0)	19(57.9)	71(54.9)	94(39.4)	190(47.4)
Response	3	11	39	37	90
Public					
AACTE Membership	--	--	--	--	393(35.9)
Study Population	139(49.6)	105(40.0)	48(43.8)	18(50.0)	310(45.5)
Study Sample	93(74.2)	64(65.6)	37(56.8)	12(75.0)	206(68.4)
Response	69	42	21	9	141
Traditionally Black Institutions					
AACTE Membership	--	--	--	--	56(39.3)
Study Population	2	13	10	14	41(53.6)
Study Sample	2	13	10	14	41(53.6)
Response	--****	--	--	--	22

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*Does not include traditionally black institutions per se, only institutions identified as public or private are included in this total.

**Data not available.

***Number in parentheses is response percentage.

****Data was not collected for degree recipients eligible for teacher certification.

TABLE 6

Responses to Question 1 By Control of Institution

	Response		
Control of Institution	Have a SSRP*	Do not have SSRP	ROW TOTAL
Private (N=90)			
Number	37	52	89
Row Percentage	41.6	58.4	100.0
Column Percentage	41.6	37.1	38.9
Public (N=141)			
Number	52	88	140
Row Percentage	37.1	62.9	100.0
Column Percentage	58.4	62.9	61.1
TOTAL (N = 231)			
Number	89	140	229
Row Percentage	38.9	61.1	100.0
Column Percentage	100.0	100.0	100.0

NUMBER OF NON-RESPONSES = 2

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*Systematic Student Recruitment Program (for definition, see page 2)

TABLE 7

Responses to Question 2 By Control of Institution*

Control of Institution	Have a SSRP	No need for SSRP	ROW TOTAL
	Response		
Private (N=90)			
Number	44	8	52
Row Percentage	84.6	15.4	100.0
Column Percentage	35.8	44.4	36.9
Public (N=141)			
Number	79	10	89
Row Percentage	88.8	11.2	100.0
Column Percentage	64.2	55.6	63.1
TOTAL (N=231)			
Number	123	18	141
Row Percentage	87.2	12.8	100.0
Column Percentage	100.0	100.0	100.0

NUMBER OF NON-RESPONSES = 90

*Only the survey participants not possessing a SSRP were requested to answer this question. It is assumed that SCDEs possessing a SSRP see a need for one.

TABLE 8

Responses to Question 3
By Control of Institution and Traditionally
Black Institutions*/**

Common Responses	Type of Institution Private (N=39)***	Public (N=74)	Traditionally Black Institutions (N=11)	Total (N=124)
Absence of incentives to use	1	3		4
Lack of faculty interest	2	2	1	5
Lack of finances	13	43	7	63
Lack of personnel/staff	12	20	5	37
Lack of skills in conducting recruitment	4	5		9
Lack of support by college/university administrators	4	8	2	14
Lack of time	15	21	4	40
Low priority in SCDE/university or college		7		7
Recruitment controlled by Admissions Office	3	3	1	7
Reluctance of secondary schools to provide audiences/lack of assistance from area guidance counselors		2		2
University policies restrict recruiting	1	1		2
Until recently, there was no need for recruitment because of sufficient student enrollment	2	10	1	13

Table 8 (continued)

Weak market for teachers/ low image of teaching profession	6	3		9
Additional Responses	5	12		17

*Only SCDE's not having a SSRP but seeing the need for one was requested to answer the question.

**See Appendix C for individual responses.

***N reflects number of SCDEs responding to question.

TABLE 9

Responses to Question 4 By Control of Institution

	Number and percentage of SCDEs by control of institution indicating each response as a difficulty to be encountered in the implementation of a student recruitment program.		
Possible Responses	Private (N=90)	Public (N=141)	Total (N=231)
1. Competition within institution for funds	33 (36.7)*	65 (46.1)	98 (42.4)
2. Institutional and/or state policy which restricts recruiting	6 (0.67)	16 (11.3)	22 (9.5)
3. Lack of funds	54 (60.0)	94 (66.7)	148 (64.0)
4. Lack of personnel	62 (68.9)	87 (61.7)	149 (64.5)
5. Lack of support by faculty/staff	14 (15.6)	30 (21.3)	44 (19.0)
6. Others**	22 (24.4)	29 (20.6)	51 (22.1)

*The number in parentheses is the percentage of the N of SCDEs for that column.
**See Table 10.

TABLE 10

Common Responses to "OTHER" Category for Question 4 by Control of Institution and Traditionally Black Institutions

Common Responses	Private (N=22)*	Public (N=29)	Traditionally Black Institutions (N=3)	Total (N=54)
	Type of Institution			
Current status of teaching profession (including low teacher salaries)				
Lack of incentives	2	4		6
Lack of potential students (increased competition for students)	1	6		7
Lack of support by college/university administrators			1	1
Lack of support by local high schools, teachers and counselors		2	1	3
No difficulties	3	3		6
Not knowing how to proceed (lack of literature on recruiting)	4	4	1	9
Poor job market	1	3		4
Miscellaneous	10	8		18

*N reflects number of SCDEs responding to "Other" category.

NOTE: See Appendix D for responses from each SCDE.

TABLE 11

Responses to Question 5 By Control of Institution

	Number and percentage of SCDEs by control of institution indicating the criteria which would be used by their SCDE to select a target population for student recruitment.		
Possible Responses	Private (N=90)	Public (N=141)	Total (N=231)
1. Geographic location of candidate's home	50 (55.5)*	100 (70.9)	150 (64.9)
2. High school rank-in-class and/or SAT/ACT scores	64 (71.1)	106 (75.1)	170 (73.6)
3. Record of high school as a feeder school for our SCDE	39 (43.3)	60 (42.6)	99 (42.8)
4. Stated interest in pursuing a teacher preparation program in an institution like ours	78 (86.6)	120 (85.1)	198 (85.7)
5. Others**	13 (14.4)	30 (21.2)	43 (18.6)

*The number in parentheses is the percentage of the N of SCDEs for that column.
**See Table 12.

TABLE 12

Common Responses to "OTHER" Category for Question 5 By Control of Institution and Traditionally Black Institutions

	Type of Institution			
Common Responses	Private (N=13)*	Public (N=30)	Traditionally Black Institutions (N=5)	Total (N=48)
Honor Society lists/Merit Scholars		1	1	2
Minority Status		3	1	4
Record of community college/ Junior college as feeder school		3		3
References from teachers and principals	2	5	1	8
Schools where undergraduates/ alumnae teach	2	1	1	4
Students within college/ university	3	4		7
Miscellaneous	7	12	1	20

*N reflects number of SCDEs responding to "Other" category.

NOTE: See Appendix E for responses from each SCDE.

TABLE 13

Responses to Question 6 By Control of Institution

Incentives	Number and percentage of SCDEs by control of institution responding to the rank which reflects the degree of emphasis to be placed on each incentive when recruiting.				
	Little Emphasis			High Emphasis	
	1	2	3	4	5
1. Challenging					
Private (N=88)	2(2.3)*	6(6.8)	21(23.9)	26(29.5)	33(57.5)
Public (N=140)	2(1.4)	4(2.9)	14(10.0)	64(45.7)	56(40.0)
TOTAL (N = 228)	4(1.8)	10(4.4)	35(15.4)	90(39.5)	89(39.0)
2. Desirable work pattern					
Private (N=84)	3(3.6)	10(11.9)	27(32.1)	28(33.3)	16(19.0)
Public (N=139)	5(3.6)	17(12.2)	45(32.4)	47(33.8)	25(18.0)
TOTAL (N = 223)	8(3.6)	27(12.1)	72(32.3)	75(33.6)	41(18.4)
3. Being with children					
Private (N=87)	2(2.3)	1(1.1)	9(10.3)	29(33.3)	46(52.9)
Public (N=140)	0(0.0)	4(2.9)	21(15.0)	51(36.4)	64(45.7)
TOTAL (N = 227)	2(0.9)	5(2.2)	30(13.2)	80(35.2)	110(48.5)
4. Helping/Human growth					
Private (N=89)	1(1.1)	2(2.2)	6(6.7)	24(27.0)	56(62.9)
Public (N=138)	0(0.0)	4(2.9)	11(8.0)	48(34.8)	75(54.3)
TOTAL (N = 227)	1(0.4)	6(2.6)	17(7.5)	72(31.7)	131(57.7)
5. Involvement in extra-curricular activities					
Private (N=88)	13(14.8)	24(27.3)	40(45.5)	8(9.1)	3(3.4)
Public (N=137)	22(16.1)	36(26.3)	56(40.9)	22(16.1)	1(0.7)
TOTAL (N = 225)	35(15.6)	60(26.7)	96(42.7)	30(13.3)	4(1.8)

Table 13 (continued)

		1	2	3	4	5
6. Job security						
Private	(N=87)	16(18.4)	18(20.7)	28(32.2)	17(19.5)	8(9.2)
Public	(N=140)	22(15.7)	28(20.0)	51(36.4)	23(16.4)	16(11.4)
TOTAL	(N = 225)	35(15.6)	60(26.7)	96(42.7)	30(13.3)	4(1.8)
7. Job variety						
Private	(N=86)	6(7.0)	9(10.5)	27(31.4)	32(37.2)	12(14.0)
Public	(N=140)	12(8.6)	16(11.4)	42(30.0)	52(37.1)	18(12.9)
TOTAL	(N = 226)	18(8.0)	25(11.1)	69(30.5)	84(37.2)	30(13.3)
8. Love of subject						
Private	(N=88)	2(2.3)	3(3.4)	15(17.0)	40(45.5)	28(31.8)
Public	(N=139)	0(0.0)	10(7.2)	33(23.7)	60(43.2)	36(25.9)
TOTAL	(N = 227)	2(0.9)	13(5.7)	48(21.1)	100(44.1)	64(28.2)
9. Modeling						
Private	(N=81)	2(2.5)	3(3.7)	24(29.6)	33(40.7)	19(23.5)
Public	(N=136)	9(6.6)	14(10.3)	36(26.5)	51(37.5)	26(19.1)
TOTAL	(N = 217)	11(5.1)	17(7.8)	60(27.6)	84(38.7)	45(20.7)
10. Personal teacher growth -- learning continues						
Private	(N=88)	1(1.1)	5(5.7)	18(20.5)	25(28.4)	39(44.3)
Public	(N=140)	1(0.7)	8(5.7)	33(23.6)	54(38.6)	44(31.4)
TOTAL	(N = 228)	2(0.9)	13(5.7)	51(22.4)	79(34.6)	83(36.4)
11. Vacations						
Private	(N=85)	20(23.5)	19(22.4)	23(27.1)	20(23.5)	3(3.5)
Public	(N=137)	33(24.1)	26(19.0)	47(34.3)	17(12.4)	14(10.2)
TOTAL	(N = 222)	53(23.9)	45(20.3)	70(31.5)	37(16.7)	17(7.7)
12. Others**						
Private	(N=19)	0(0.0)	1(5.3)	1(5.3)	7(36.8)	10(52.6)
Public	(N=33)	2(6.1)	0(0.0)	1(3.0)	9(27.3)	21(63.6)
TOTAL	(N = 52)	2(3.8)	1(1.9)	2(3.8)	16(30.8)	31(59.6)

*The number in parentheses is the row percentage.

**See Table 14.

TABLE 14

Common Responses to "OTHER" Category for Question 6 by Control of Institution and Traditionally Black Institutions

Common Responses	Private (N=19)*	Public (N=33)	Traditionally Black Institutions (N=3)	Total (N=55)
	Type of Institution			
Emerging teacher shortage	1	3		4
Importance of teacher/ teaching to children, society, the future	4	15		19
Job satisfaction	1	5	2	8
Marketability of teachers/flexible career options	3	5		8
Salary	2	3		5
Teacher education coursework	1	1		2

*N reflects number of SCDEs responding to "Other" category.

NOTE: See Appendix F for responses from each SCDE.

TABLE 15

Responses to Question 7 By Control of Institution

Concerns		Number and percentage of SCDEs by control of institution responding to the rank which best describes the importance of the listed concern as a deterrent to student enrollment in teacher education.				
		Not Important			Very Important	
		1	2	3	4	5
1. Discipline problems - student attitudes						
Private	(N=87)	2(2.3)*	6(6.9)	22(25.3)	38(43.7)	19(21.8)
Public	(N=141)	1(0.7)	6(4.3)	37(26.2)	49(34.8)	48(34.0)
TOTAL	(N = 228)	3(1.3)	12(5.3)	59(25.9)	87(38.2)	67(29.4)
2. Extra duties						
Private	(N=87)	10(11.5)	22(25.3)	31(35.6)	29(24.1)	3(3.4)
Public	(N=139)	9(6.5)	34(24.5)	49(35.3)	39(28.1)	8(5.8)
TOTAL	(N = 226)	19(8.4)	56(24.8)	80(35.4)	60(26.5)	11(4.9)
3. Few opportunities for recognition or merit						
Private	(N=87)	4(4.6)	9(10.3)	38(43.7)	19(21.8)	17(19.5)
Public	(N=139)	4(2.9)	16(11.5)	31(22.3)	51(36.7)	37(26.6)
TOTAL	(N = 226)	8(3.5)	25(11.1)	69(30.5)	70(31.0)	54(23.9)
4. Lack of job security						
Private	(N=86)	5(5.8)	30(34.9)	22(25.6)	22(25.6)	7(8.1)
Public	(N=139)	22(15.8)	42(30.2)	36(25.9)	27(19.4)	12(8.6)
TOTAL	(N = 225)	27(12.0)	72(32.0)	58(25.8)	49(21.8)	19(8.4)
5. Monotonous - not enough flexibility						
Private	(N=85)	17(20.0)	34(40.0)	28(32.9)	5(5.9)	1(1.2)
Public	(N=136)	21(15.4)	44(32.4)	58(42.6)	9(6.6)	4(2.9)
TOTAL	(N = 221)	38(17.2)	78(35.2)	86(38.9)	14(6.3)	5(2.3)

		1	2	3	4	5
6. Prospective student's peers/counselors or teachers advise against teaching						
Private	(N=86)	1(1.2)	10(11.6)	12(14.0)	24(27.9)	39(45.3)
Public	(N=138)	2(1.4)	11(8.0)	17(12.3)	55(39.9)	53(38.4)
TOTAL	(N = 224)	3(1.3)	21(9.4)	29(12.9)	79(35.3)	92(41.1)
7. Low salary						
Private	(N=87)	1(1.1)	2(2.3)	9(10.3)	26(29.9)	49(56.3)
Public	(N=140)	1(0.7)	1(0.7)	2(1.4)	32(22.9)	104(74.3)
TOTAL	(N = 227)	2(0.9)	3(1.3)	11(4.8)	58(25.6)	153(67.4)
8. Tight job market						
Private	(N=87)	1(1.1)	9(10.3)	11(12.6)	27(31.0)	39(44.8)
Public	(N=138)	3(2.2)	11(8.0)	27(19.6)	48(34.8)	49(35.5)
TOTAL	(N = 225)	4(1.8)	20(8.9)	38(16.9)	75(33.3)	88(39.1)
9. Too heavy responsibility						
Private	(N=87)	17(19.5)	30(34.5)	29(33.3)	11(12.6)	0(0.0)
Public	(N=138)	20(14.5)	42(30.4)	49(35.5)	24(17.4)	3(2.2)
TOTAL	(N = 225)	37(16.4)	72(32.0)	78(34.7)	35(15.6)	3(1.3)
10. Others**						
Private	(N=19)	0(0.0)	1(5.3)	1(5.3)	8(42.1)	9(46.4)
Public	(N=31)	0(0.0)	0(0.0)	2(6.5)	10(32.3)	19(61.3)
TOTAL	(N = 50)	0(0.0)	1(2.0)	3(6.0)	18(36.0)	28(56.0)

*The number in parentheses is the row percentage.
**See Table 16.

TABLE 16

Common Responses to "OTHER" Category for Question 7 By Control of Institution and Traditionally Black Institutions

Common Responses	Type of Institution Private (N=19)*	Public (N=31)	Traditionally Black Institutions (N=6)	Total (N=56)
Bad publicity/misinformation about teaching profession	4	8	2	14
Low prestige/image of teaching profession	8	12	2	22
Low self-esteem of profession		2		2
Low status of teacher education within college/university	1		1	2
Negative parental attitudes toward the teaching profession	3	4	1	8

*N reflects number of SCDEs responding to "Other" category.

NOTE: See Appendix G for responses from each SCDE.

TABLE 17

Responses to Question 8 By Control of Institution

Minority Groups	Private (N=90)	Public (N=141)	Total(N=231)
	The number and percentage of SCDEs by control of institution indicating a need to recruit the listed minority groups because of underrepresentation in the SCDE.		
Blacks	52(57.8)*	103(73.0)	155(67.1)
Hispanics	49(54.4)	71(50.4)	120(51.9)
Others**	15(16.7)	28(19.8)	43(18.6)
No underrepresentation	20(22.2)	19(13.5)	39(16.9)

*The number in parentheses is the percentage of the N of SCDEs for that column.
**See Table 18.

TABLE 18

Responses to "OTHER" Category for Question 8 By Control of Institution and Traditionally Black Institutions

	The number and type of institutions listing the minority group as being underrepresented in the SCDE.			
Minority Group	Private (N=15)*	Public (N=28)	Traditionally Black Institutions (N=13)	Total (N=53)
All racial minority groups	1	1		2
Asians (including Orientals, Filipinos, Vietnamese, Hmong)	6	10	1	17
Males	2	3	3	8
Native Americans	6	14		20
Whites			14	14

*N reflects number of SCDEs responding to "Other" category.

TABLE 19

Responses to Question 9 By Control of Institution

Recruitment Methods	Number and percentage of SCDEs by control of institution responding to the rank which reflects the effectiveness of the listed method used to attract students into teacher education programs.				
	Least effective				Most effective
	1	2	3	4	5
1. Alumni network					
Private (N=81)	3(3.7)	9(11.1)	18(22.2)	32(39.5)	19(23.5)
Public (N=135)	5(3.7)	26(19.3)	27(20.0)	58(43.0)	19(14.1)
TOTAL (N = 126)	8(3.7)	35(16.2)	45(20.8)	90(41.7)	38(17.6)
2. Brochures					
Private (N=81)	3(3.7)	7(8.6)	35(43.2)	30(37.2)	6(7.4)
Public (N=137)	1(0.7)	16(11.7)	58(42.3)	55(40.1)	7(5.1)
TOTAL (N = 218)	4(1.8)	23(10.6)	93(42.7)	85(39.0)	13(6.0)
3. College catalogue					
Private (N=83)	3(3.6)	14(16.9)	36(43.4)	23(27.7)	7(8.4)
Public (N=137)	6(4.4)	26(19.0)	63(46.0)	36(26.3)	6(4.4)
TOTAL (N = 220)	9(4.1)	40(18.2)	99(45.0)	59(26.8)	13(5.9)
4. Display/Exhibits					
Private (N=80)	6(7.5)	15(18.8)	37(46.3)	20(25.0)	2(2.5)
Public (N=133)	7(5.3)	25(18.8)	66(49.6)	32(24.1)	3(2.3)
TOTAL (N = 213)	13(6.1)	40(18.8)	103(48.4)	52(24.4)	5(2.3)
5. Filmstrips/Slides/Tapes					
Private (N=77)	9(11.7)	13(16.9)	31(40.3)	22(28.6)	2(2.6)
Public (N=129)	9(7.0)	18(14.0)	55(42.6)	41(31.8)	6(4.7)
TOTAL (N = 206)	18(8.7)	31(15.0)	86(41.7)	63(30.6)	8(3.9)

Table 19 (continued)

		1	2	3	4	5
6. **Magazine ads**						
Private	(N=74)	20(27.0)	16(21.6)	27(36.5)	8(10.8)	3(4.1)
Public	(N=117)	29(24.8)	35(29.9)	39(33.3)	12(10.3)	2(1.7)
TOTAL	(N = 191)	49(25.7)	51(26.7)	66(34.6)	20(10.5)	5(2.6)
7. **Newspaper (campus)**						
Private	(N=77)	16(20.8)	20(26.0)	27(35.1)	12(15.6)	2(2.6)
Public	(N=130)	24(18.5)	40(30.8)	46(35.4)	12(13.1)	3(2.3)
TOTAL	(N = 207)	40(19.3)	60(29.0)	73(35.3)	29(14.0)	5(2.4)
8. **Newspaper(s) (local)**						
Private	(N=77)	14(18.2)	18(23.4)	26(33.8)	13(16.9)	6(7.8)
Public	(N=124)	22(17.7)	25(20.2)	44(35.5)	26(21.0)	7(5.6)
TOTAL	(N = 201)	36(17.9)	43(21.4)	70(34.8)	39(19.4)	13(6.5)
9. **Oral presentation(s)**						
Private	(N=80)	1(1.3)	8(10.0)	17(21.3)	34(42.5)	20(25.0)
Public	(N=133)	1(0.8)	5(3.8)	31(23.3)	68(51.1)	28(21.1)
TOTAL	(N = 213)	2(0.9)	13(6.1)	48(22.5)	102(47.9)	48(22.5)
10. **Posters for bulletin boards**						
Private	(N=78)	6(7.7)	20(25.6)	39(50.0)	10(12.8)	3(3.8)
Public	(N=130)	11(8.5)	35(26.9)	51(39.2)	29(22.3)	4(3.1)
TOTAL	(N = 208)	17(8.2)	55(26.4)	90(43.3)	39(18.8)	7(3.4)
11. **Radio/Television**						
Private	(N=73)	8(11.0)	18(24.7)	17(23.3)	26(35.6)	4(5.5)
Public	(N=124)	15(12.1)	17(13.7)	37(29.8)	44(35.5)	11(8.9)
TOTAL	(N = 197)	23(11.7)	35(17.8)	54(27.4)	70(35.5)	15(7.6)
12. **Salaried recruiter(s)**						
Private	(N=78)	2(2.6)	12(15.4)	13(16.7)	27(34.6)	24(30.8)
Public	(N=204)	7(5.6)	6(4.8)	25(19.8)	48(38.1)	40(31.7)
TOTAL	(N = 204)	9(4.4)	18(8.8)	38(18.6)	75(36.8)	64(31.4)

Table 19 (continued)

		1	2	3	4	5
13. Telephone solicitation(s)						
Private	(N=76)	7(9.2)	12(15.8)	23(30.3)	21(27.6)	13(17.1)
Public	(N=121)	16(13.2)	22(18.2)	44(36.4)	31(25.6)	8(6.6)
TOTAL	(N = 197)	23(11.7)	34(17.3)	67(34.0)	52(26.4)	21(10.7)
14. Scholarships						
Private	(N=82)	0(0.0)	4(4.9)	10(12.2)	18(22.0)	50(61.0)
Public	(N=134)	4(3.0)	4(3.0)	9(6.7)	46(34.3)	71(53.0)
TOTAL	(N = 216)	4(1.9)	8(3.7)	19(8.8)	64(29.6)	121(56.0)
15. Campus visitation program(s) for high school seniors						
Private	(N=81)	0(0.0)	1(1.2)	9(11.1)	32(39.5)	39(48.1)
Public	(N=132)	0(0.0)	3(2.3)	17(12.9)	59(44.7)	53(40.2)
TOTAL	(N = 213)	0(0.0)	4(1.9)	26(12.2)	91(42.7)	92(43.2)
16. Others**						
Private	(N=17)	0(0.0)	0(0.0)	2(11.8)	4(23.5)	11(64.7)
Public	(N=31)	0(0.0)	0(0.0)	0(0.0)	9(29.0)	22(71.0)
TOTAL	(N = 48)	0(0.0)	0(0.0)	2(4.2)	13(27.1)	33(68.8)

*The number in parentheses is the row percentage.
**See Table 20.

TABLE 20

Common Responses to "OTHER" Category for Question 9 By Control of Institution and Traditionally Black Institutions

Common Responses	Private (N=17)*	Public (N=31)	Traditionally Black Institutions (N=6)	Total (N=54)
	Type of Institution			
College nights, job fairs, career awareness programs	2	5	1	8
Encouragement to enter teaching by teachers or alumnae who are teaching	2	5		7
Personal contacts via letters and interviews	4	8		12
Reputation of college/ university	2	4		6
Student searches (e.g. ACT/SAT student searches)	1	1	1	3
Use of current students in teacher preparation program		5	1	6
Visitation to community/ junior colleges		3		3
Visitation to schools by faculty members	2	1	1	4
"Word of mouth"	1	1	1	3

*N reflects number of SCDEs responding to "Other" category.

NOTE: See Appendix H for responses from each SCDE.

TABLE 21

Responses to Question 11 By Control of Institution

	Number and percentage of SCDEs by control of institution indicating the areas of study offered at their SCDE where recruitment is needed most.		
Areas of Study	Private (N=90)	Public (N=141)	Total (N-231)
Bilingual education	27(30.0)*	26(18.4)	53(22.9)
Secondary mathematics	77(85.6)	135(95.7)	212(91.8)
Secondary science	79(87.8)	130(92.2)	209(90.5)
Special education	25(27.8)	40(28.4)	65(28.1)
Vocational education**	4(04.4)	33(23.4)	37(16.0)
Others**	18(20.0)	22(15.6)	40(17.3)

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*The number in parentheses is the percentage of the N of SCDEs for that column.

**See Table 22 for specific areas of vocational education respondents listed as needing recruits.

***See Table 23.

TABLE 22

Vocational Education Areas of Study Needing Students by Control of Institution and Traditionally Black Institutions

	The number and type of institutions listing vocational education areas of study offered at their SCDE where recruitment is needed most.			
Vocational Education Areas of Study	Private (N=4)*	Public (N=33)	Traditionally Black Institutions (N=4)	Total (N=41)
All areas	1			
Agricultural Education		5	1	6
Business Education		4	1	5
Industrial Arts	2	21	2	25
Home Economics	2	4	3	9
Occupational Health		2		2
Rural Education		1	1	2

*N reflects number of SCDEs responding to "Vocational Education" category.

TABLE 23

Responses to "Other" Category for Question 11 By Control of Institution and Traditionally Black Institutions

Areas of Study	Private (N=18)*	Public (N=22)	Traditionally Black Institutions (N=8)	Total (N=48)
	The number and type of institutions listing areas of study offered at their SCDE where recruitment is needed most.			
Art	1	1		2
Computer Education	1	1		2
Early Childhood	5	1	3	9
Elementary	12	2	4	18
Indian Teacher Education		1		1
Kindergarten			1	1
Library Science		2		2
Music	1			1
Reading		1		1
Secondary				
All areas	2			2
English	3	3	1	7
Foreign Language	3	4		7
Physical Education		1		1
Social Studies		1		1
Speech and Hearing		5		5

*N reflects number of SCDEs responding to "Other" category.

NOTE - One respondent states, "We are primarily concerned with good quality prospects as teachers and concerned to a lesser extent with their content areas." Another similar statement was issued, "[We] need good recruits in all areas." (respondent's emphasis).

TABLE 24

Responses to Question 12 By Control of Institution

	Number and percentage of SCDEs by control of institution describing their student recruitment efforts using the listed descriptors.		
Descriptors	Private (N=84)	Public (N=141)	Total(N=225)
1. Very rigorous	1(1.2)*	2(1.4)	3(1.4)
2. Rigorous	20(23.8)	30(21.3)	30(22.2)
3. Casual	27(32.1)	51(36.2)	78(34.7)
4. Limited	24(28.6)	38(27.0)	62(27.6)
5. Very limited	12(14.3)	20(14.2)	32(14.2)

*Number in parentheses is column percentage.

TABLE 25

Crosstabulation of "Yes" Responses to Question 1 With Responses to Question 12 By Control of Institution

Responses to Question 12 (Description of recruitment effort)	SCDEs Possessing a SSRP		
	Private (N=35)	Public (N=52)	Total (N=87)*
1. Very rigorous	1(2.9)**	2(3.8)	3(3.2)
2. Rigorous	19(54.3)	19(36.5)	42(45.2)
3. Casual	10(28.6)	22(42.3)	33(35.5)
4. Limited	4(11.4)	9(17.3)	14(15.1)
5. Very Limited	1(2.9)	0(0.0)	1(1.1)

*Two SCDEs responding to Question 1 did not respond to Question 12. Total reflects those SCDEs responding to Question 12.

**Number in parentheses is column percentage.

TABLE 26

Responses to Question 13 By Control of Institution

Control of Institution	SCDE has recruitment budget in addition to institution's	SCDE does not have recruitment budget in addition to institution's
Private (N=86)	9(10.5)*	77(89.5)
Public (N=139)	14(10.1)	125(89.9)
TOTAL (N = 226)	23(10.2)	202(89.4)

*Number in parentheses is row percentage.

TABLE 27

Responses to Question 14 By Control of Institution

	Number and percentage of SCDEs by control of institution indicating the per pupil dollars spent in 1982-83 on recruitment for students in teacher education admitted during the 1982-83 school year.		
Per Student Amount	Private (N=76)	Public (N=118)	Total (N=194)
1. $201 - over	12(15.8)*	3(2.5)	15(7.7)
2. $151 - $200	3(3.9)	0(0.0)	3(1.5)
3. $101 - $150	3(3.9)	1(0.8)	4(2.1)
4. $ 51 - $100	1(1.3)	9(7.6)	10(5.2)
5. $ 1 - $ 50	5(6.6)	25(21.2)	30(15.5)
6. No money allotted for recruitment	18(23.7)	32(27.1)	50(25.8)
7. Unable to determine	34(44.7)	48(40.7)	82(42.3)

*Number in parentheses is column percentage.

TABLE 28

Responses to Question 1 By Traditionally Black Institutions

	Have SSRP*	Do Not Have SSRP
Traditionally Black Institutions (N=22)	10(45.5)	12(54.5)

*Systematic Student Recruitment Program (for definition, see page 2)

TABLE 29

Responses to Question 2 By Traditionally Black Institutions*

	Need for SSRP	No Need for SSRP
SCDEs from Traditionally Black Institutions (N=12)	11	1

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*Only the survey participants not possessing a SSRP were requested to answer this question.

TABLE 30

Responses to Question 4 By Traditionally Black Institutions

	Possible Responses	Number and percentage of SCDEs from traditionally black institutions indicating each response as a difficulty to be encountered in the implementation of a student recruitment program. SCDEs from Traditionally Black Institutions (N=22)
1.	Competition within institution for funds	14(63.6)*
2.	Institutional and/or state policy which restricts recruiting	3(13.6)
3.	Lack of funds	16(72.7)
4.	Lack of personnel	15(68.2)
5.	Lack of support by faculty/staff	7(31.8)
6.	Others**	3(13.6)

*Number in parentheses is percent of N.
**See Table 8.

TABLE 31

Responses to Question 5 By Traditionally Black Institutions

Criteria	Number and percentage of SCDEs from traditionally black institutions indicating each response as a criteria which would be used by their SCDE to select a target population for student recruitment. SCDEs from Traditionally Black Institutions (N=22)
1. Geographic location of candidate's home	13(59.1)*
2. High school rank-in-class and/or SAT/ACT scores	15(68.2)
3. Record of high school as a feeder school for our SCDE	13(59.1)
4. Stated interest in pursuing a teacher preparation program in an institution like ours	18(81.8)
5. Others**	5(22.7)

*Number in parentheses is percent of N.
**See Table 12.

TABLE 32

Responses to Question 6 By Traditionally Black Institutions

	Number and percentage of SCDEs from traditionally black institutions responding to the rank which reflects the degree of emphasis to be placed in each incentive when recruiting.				
Incentives	Little Emphasis 1	2	3	4	High Emphasis 5
1. Challenging N=22	0(0.0)*	1(4.5)	5(22.7)	6(27.3)	10(45.5)
2. Desirable work pattern N=21	0(0.0)	1(4.8)	5(23.8)	9(42.8)	6(28.6)
3. Being with children N=21	0(0.0)	0(0.0)	2(9.5)	4(19.0)	15(71.4)
4. Helping/Human growth N=22	0(0.0)	0(0.0)	0(0.0)	7(31.8)	15(68.2)
5. Involvement in extra-curricular activities N=20	0(0.0)	5(25.0)	9(45.0)	6(30.0)	0(0.0)
6. Job security N=22	0(0.0)	1(4.5)	5(22.7)	11(50.0)	5(22.7)
7. Job variety N=22	0(0.0)	1(4.5)	5(22.7)	13(59.1)	3(13.6)
8. Love of subject N=22	0(0.0)	0(0.0)	3(13.6)	10(45.5)	9(40.9)
9. Modeling N=20	0(0.0)	0(0.0)	6(30.0)	6(30.0)	8(40.0)
10. Personal teacher growth -- learning continues N=22	0(0.0)	0(0.0)	0(0.0)	11(50.0)	11(50.0)
11. Vacations N=22	3(13.6)	2(9.1)	8(36.4)	3(13.6)	6(27.3)
12. Others** N=3	0(0.0)	0(0.0)	0(0.0)	0(0.0)	3(100.0)

*Number in parentheses is row percentage.
**See Table 14.

TABLE 33

Responses to Question 7 By Traditionally Black Institutions

Concerns	Number and percent of SCDEs from traditionally black institutions responding to the rank which best describes the importance of the listed concern as a deterrent to student enrollment in teacher education.				
	Not Important 1	2	3	4	Very Important 5
1. Discipline problems - student attitudes N=22	1(4.5)*	1(4.5)	1(4.5)	7(31.8)	12(54.5)
2. Extra duties N=20	2(10.0)	1(5.0)	9(45.0)	6(30.0)	2(10.0)
3. Few opportunities for recognition or merit N=22	0(0.0)	1(4.5)	11(50.0)	4(18.2)	6(27.3)
4. Lack of job security N=22	3(13.6)	7(31.8)	7(31.8)	4(18.2)	1(4.5)
5. Monotonous - not enough flexibility N=18	5(27.8)	5(27.8)	8(44.4)	0(0.0)	0(0.0)
6. Prospective student's peers/counselors or teachers against teaching N=21	1(4.8)	0(0.0)	6(28.6)	3(14.3)	11(52.4)
7. Low salary N=22	1(4.5)	0(0.0)	1(4.5)	7(31.8)	13(59.1)
8. Tight job market N=20	0(0.0)	0(0.0)	6(30.0)	5(25.0)	9(45.0)
9. Too heavy responsibility N=21	1(4.8)	4(19.0)	10(47.6)	5(23.8)	1(4.8)
10. Others** N=6	0(0.0)	0(0.0)	0(0.0)	0(0.0)	6(100.0)

*Number in parentheses is the row percentage.
**See Table 16.

TABLE 34

Responses to Question 8 By Traditionally Black Institutions

Minority Groups	The number and percentage of SCDEs from traditionally black institutions indicating a need to recruit the listed minority groups because of underrepresentation on the SCDE. SCDEs from Traditionally Black Institutions (N=22)
Blacks	--
Hispanics	8(36.4)*
Others**	13(59.1)
No underrepresentation	6(27.3)

*Number in parentheses is percentage of N.
**See Table 18.

TABLE 35

Responses to Question 9 By Traditionally Black Institutions

	Number and percentage of SCDEs from traditionally black institutions responding to the rank which reflects the effectiveness of the listed method used to attract students into teacher education programs.				
Recruitment Methods	Least effective 1	2	3	Most Effective 4	5
1. Alumni network N=21	1(4.8)*	2(9.5)	3(14.3)	9(42.8)	6(28.6)
2. Brochures N=20	0(0.0)	0(0.0)	10(50.0)	10(50.0)	0(0.0)
3. College catalogue N=20	0(0.0)	0(0.0)	13(65.0)	7(35.0)	0(0.0)
4. Display/Exhibits N=19	0(0.0)	3(15.8)	9(47.4)	6(31.6)	1(5.3)
5. Filmstrips/Slides/Tapes N=16	1(6.2)	1(6.2)	6(37.5)	6(37.5)	2(12.5)
6. Magazine ads N=14	2(14.3)	4(28.6)	7(50.0)	1(7.1)	0(0.0)
7. Newspaper (campus N=20	3(15.0)	5(25.0)	5(20.0)	7(35.0)	0(0.0)
8. Newspaper(s) local N=19	3(15.8)	1(5.3)	6(31.6)	7(36.8)	2(10.5)
9. Oral presentation(s) N=21	0(0.0)	0(0.0)	6(28.6)	8(38.1)	7(33.3)
10. Posters for bulletin boards N=19	1(5.3)	2(10.5)	7(36.8)	7(36.8)	2(10.5)
11. Radio/Television N=17	0(0.0)	2(11.8)	5(29.4)	6(35.3)	4(23.5)
12. Salaried recruiter(s) N=17	2(11.8)	3(17.6)	3(17.6)	6(35.3)	3(17.6)

	1	2	3	4	5
13. Telephone solicitation(s) N=17	2(11.8)	3(17.6)	3(17.6)	6(35.3)	3(17.6)
14. Scholarships N=20	0(0.0)	3(15.0)	1(5.0)	4(20.0)	12(60.0)
15. Campus visitation program(s) for high school seniors N=18	0(0.0)	0(0.0)	2(11.1)	8(44.4)	8(44.4)
16. Others** N=6	0(0.0)	0(0.0)	0(0.0)	2(33.3)	4(66.6)

*Number in parentheses is row percentage.
**See Table 20.

TABLE 36

Responses to Question 11 By Traditionally Black Institutions

Areas of Study	Number and percentage of SCDEs from traditionally black institutions indicating the areas of study offered at their SCDE where recruitment is needed most. SCDEs from Traditionally Black Institutions (N=22)
Bilingual education	1(4.5)*
Secondary mathematics	21(95.5)
Secondary science	21(95.5)
Special education	7(31.8)
Vocational education**	4(18.2)
Others***	8(36.4)

*Number in parentheses is the percentage of N.
**See Table 22.
***See Table 23.

TABLE 37

Responses to Question 12 By Traditionally Black Institutions

		Number and percentage of SCDEs from traditionally black institutions describing their student recruitment efforts using the listed descriptors.
	Descriptors	SCDEs from Traditionally Black Institutions (N=21)
1.	Very rigorous	0(0.0)*
2.	Rigorous	6(28.6)
3.	Casual	8(38.1)
4.	Limited	5(23.8)
5.	Very limited	2(9.5)

*Number in parentheses is percentage N.

TABLE 38

Crosstabulation of "Yes" Response to Question 1 With Responses to Question 12 By Traditionally Black Institutions

Responses to Question 12 (Description of recruitment effort)	Traditionally Black Institutions Possessing a SSRP (N=10)
1. Very rigorous	0(0.0)*
2. Rigorous	6(60.0)
3. Casual	1(10.0)
4. Limited	3(30.0)
5. Very Limited	0(0.0)

*Number in parentheses is column percentage.

TABLE 39

Responses to Question 13 By Traditionally Black Institutions

	SCDE has recruitment budget in addition to institution's	SCDE does not have recruitment budget in addition to institution's
SCDEs from traditionally black institutions (N=21)	0(0.0)	21(100.0)

TABLE 40

Responses to Question 14 By Traditionally Black Institutions

Number and percentage of SCDEs from traditionally black institutions indicating the per pupil dollars spent in 1982-83 on recruitment for students in teacher education admitted during the 1982-83 school year.

	Per Student Amount	SCDEs from Traditionally Black Institutions (N=17)
1.	$201 - over	0(0.0)*
2.	$151 - $200	0(0.0)
3.	$101 - $150	0(0.0)
4.	$ 51 - $100	1(5.9)
5.	$ 1 - $ 50	1(5.9)
6.	No money allotted for recruitment	5(29.4)
7.	Unable to determine	10(58.8)

*Number in parentheses is column percentage.

TABLE 41

Responses to Question 1 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification	Responses		
	Have a SSRP	Do not have SSRP	Row Total
1. 184 - over (N=72)			
Number	29	42	71
Row Percentage	40.8	59.2	100.0
Column Percentage	32.6	30.0	31.0
2. 86 - 183 (N=53)			
Number	22	31	53
Row Percentage	41.5	58.5	100.0
Column Percentage	24.7	22.1	23.1
3. 39 - 85 (N=60)			
Number	23	36	59
Row Percentage	39.0	61.0	100.0
Column Percentage	25.8	25.7	25.8
4. 0 - 38 (N=46)			
Number	15	31	46
Row Percentage	32.6	67.4	100.0
Column Percentage	16.8	22.1	20.1
TOTAL (N = 231)			
Number	89	140	229
Row Percentage	38.9	61.1	100.0
Column Percentage	100.0	100.0	100.0

NUMBER OF NON-RESPONSES = 2

*Systematic Student Recruitment Program (for definition, see page 2)

TABLE 42

Responses to Question 2 By Number of 1982
Bachelor Degree Recipients Eligible for Teacher Certification*

Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification	Response		
	Need a SSRP	No Need for SSPR	Row Total
1. 184 - over (N=42)			
Number	40	2	42
Row Percentage	95.2	4.8	100.0
Column Percentage	32.5	11.1	29.8
2. 86 - 183 (N=31)			
Number	27	4	31
Row Percentage	87.1	12.9	100.0
Column Percentage	22.0	22.2	22.0
3. 39 - 85 (N=37)			
Number	29	8	37
Row Percentage	78.4	21.6	100.0
Column Percentage	23.5	44.4	26.2
4. 0 - 38 (N=31)			
Number	27	4	31
Row Percentage	87.1	12.9	100.0
Column Percentage	22.0	22.2	22.0
TOTAL (N = 141)			
Number	123	18	141
Row Percentage	87.2	12.8	100.0
Column Percentage	100.0	100.0	100.0

NUMBER OF NON-RESPONSES = 90

*Only the survey participants not possessing a SSRP were requested to answer this question.

TABLE 43

Responses to Question 4 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

Possible Responses	Number and percentage of SCDEs by the number of 1982 bachelor degree recipients eligible for teacher certification indicating each response as a difficulty to be encountered in the implementation of a student recruitment program.				
	184-over N=72	86-183 N=53	39-85 N=60	0-38 N=46	Total N=231
1. Competition within institution for funds	31(43.0)*	23(43.4)	24(40.0)	20(43.5)	98(42.4)
2. Institutional and/or state policy which restricts recruiting	5(7.0)	7(13.2)	6(10.0)	4(8.7)	22(9.5)
3. Lack of funds	45(62.5)	42(79.2)	34(56.7)	27(58.7)	148(64.1)
4. Lack of personnel	39(54.2)	36(67.9)	41(68.3)	33(71.7)	149(64.5)
5. Lack of support by faculty/staff	17(23.6)	8(15.1)	10(16.7)	9(19.6)	44(19.0)
6. Others**	15(20.8)	9(17.0)	14(23.3)	13(28.3)	51(22.1)

*The number in parentheses is the percentage of the N of SCDEs for that column.
**See Appendix D for specific responses.

TABLE 44

Responses to Question 5 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

	Number and percentage of SCDEs by number of 1982 bachelor degree recipients eligible for teacher certification indicating the criteria which would be used by their SCDE to select a target population for student recruitment.				
Possible Responses	184-over N=72	86-183 N=53	39-85 N=60	0-38 N=46	Total N=231
1. Geographic location of candidate's home	49(68.0)*	41(77.4)	38(63.3)	22(47.8)	150(64.9)
2. High school rank-in-class and/or SAT/ACT scores	57(79.2)	41(77.4)	40(66.7)	32(69.6)	170(73.6)
3. Record of high school as a feeder school for our SCDE	31(43.0)	29(54.7)	25(41.7)	14(30.4)	99(42.8)
4. Stated interest in pursuing a teacher preparation program in an institution like ours	64(88.9)	45(84.9)	48(80.0)	41(89.1)	198(85.7)
5. Others**	17(23.6)	11(20.8)	9(15.0)	6(13.0)	43(18.6)

*The number in parentheses is the percentage of the N of SCDE's for that column.
**See Appendix E for specific responses.

TABLE 45

Responses to Question 6 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

	Number and percentage of SCDEs by number of 1982 bachelor degree recipients eligible for teacher certification responding to the rank which reflects the degree of emphasis to be placed on each incentive when recruiting.				
Incentives	Little Emphasis 1	2	3	4	High Emphasis 5
1. Challenging					
184 - over (N=72)	2(2.8)*	0(0.0)	9(12.5)	32(44.4)	29(40.3)
86 - 183 (N=52)	0(0.0)	3(5.8)	4(7.7)	19(36.5)	26(50.0)
39 - 85 (N=59)	0(0.0)	2(3.3)	15(25.4)	24(40.7)	18(30.5)
0 - 38 (N=45)	2(4.4)	5(11.1)	7(15.6)	15(33.3)	16(35.6)
TOTAL (N = 228)	4(1.8)	10(4.4)	35(15.4)	90(39.5)	89(39.0)
2. Desirable work pattern					
184 - over (N=71)	3(4.2)	6(8.5)	23(32.4)	26(36.6)	13(18.3)
86 - 183 (N=50)	1(2.0)	6(12.0)	16(32.0)	19(38.0)	8(16.0)
39 - 85 (N=57)	1(1.8)	8(14.0)	18(31.6)	19(33.3)	11(19.3)
0 - 38 (N=45)	3(6.7)	7(15.6)	15(33.3)	11(24.4)	9(20.0)
TOTAL (N = 223)	8(3.6)	27(12.1)	72(32.3)	75(33.6)	41(18.4)
3. Being with children					
184 - over (N=72)	0(0.0)	1(1.4)	10(13.9)	25(34.7)	36(50.0)
86 - 183 (N=51)	0(0.0)	0(0.0)	9(17.6)	19(37.3)	23(45.1)
39 - 85 (N=59)	0(0.0)	1(1.7)	5(8.5)	23(39.0)	30(50.8)
0 - 38 (N=45)	2(4.4)	3(6.7)	6(13.3)	13(28.9)	21(46.7)
TOTAL (N = 227)	2(.8)	5(2.2)	30(13.2)	80(35.2)	110(48.4)
4. Helping/Human growth					
184 - over (N=72)	0(0.0)	2(2.8)	6(8.3)	19(26.4)	45(62.5)
86 - 183 (N=51)	0(0.0)	1(2.0)	4(7.8)	19(37.3)	27(52.9)
39 - 85 (N=59)	0(0.0)	0(0.0)	3(5.1)	23(39.0)	33(55.9)
0 - 38 (N=45)	1(2.2)	3(6.7)	4(8.9)	11(24.4)	26(57.8)
TOTAL (N = 227)	1(.4)	6(2.6)	17(7.5)	72(31.7)	131(57.7)

	1	2	3	4	5
5. Involvement in extra-curricular activities					
184 - over (N=70)	9(12.9)	21(30.0)	27(38.6)	13(18.6)	0(0.0)
86 - 183 (N=52)	8(15.4)	13(25.0)	24(46.2)	5(9.6)	2(3.8)
39 - 85 (N=59)	9(15.3)	15(25.4)	25(42.4)	9(15.3)	1(1.7)
0 - 38 (N=44)	9(20.5)	11(25.0)	20(45.5)	3(6.8)	1(2.3)
TOTAL (N = 225)	35(15.6)	60(26.7)	96(42.7)	30(13.3)	4(1.8)
6. Job security					
184 - over (N=72)	9(12.5)	17(23.6)	26(36.1)	12(16.7)	8(11.1)
86 - 183 (N=51)	10(19.6)	9(17.6)	22(43.1)	4(7.8)	6(11.8)
39 - 85 (N=59)	8(13.6)	10(16.9)	21(35.6)	13(22.0)	7(11.9)
0 - 38 (N=45)	11(24.4)	10(22.2)	10(22.2)	11(24.4)	3(6.7)
TOTAL (N = 227)	38(16.7)	46(20.3)	79(34.8)	40(17.6)	24(10.6)
7. Job variety					
184 - over (N=72)	7(9.7)	6(8.3)	25(34.7)	25(24.7)	9(12.5)
86 - 183 (N=51)	3(5.9)	6(11.8)	12(23.5)	23(45.1)	7(13.7)
39 - 85 (N=59)	5(8.5)	4(6.8)	20(33.9)	24(40.7)	6(10.2)
0 - 38 (N=44)	3(6.8)	9(20.5)	12(27.3)	12(27.3)	8(18.2)
TOTAL N = 226)	18(8.0)	25(11.1)	69(30.5)	84(37.2)	30(13.3)
8. Love of subject					
184 - over (N=71)	0(0.0)	5(7.0)	18(25.4)	30(42.3)	18(25.4)
86 - 183 (N=51)	0(0.0)	3(5.9)	9(17.6)	26(51.0)	13(25.5)
39 - 85 (N=59)	0(0.0)	2(3.4)	16(27.1)	24(40.7)	17(28.8)
0 - 38 (N=46)	2(4.3)	3(6.5)	5(10.9)	4(43.5)	16(34.8)
TOTAL (N = 227)	2(.9)	13(5.7)	48(21.1)	84(37.0)	64(28.2)
9. Modeling					
184 - over (N=69)	6(8.7)	5(7.2)	19(27.5)	24(34.8)	15(21.7)
86 - 183 (N=51)	2(3.9)	5(9.8)	15(29.4)	21(41.2)	8(15.7)
39 - 85 (N=56)	1(1.8)	3(5.4)	16(28.6)	25(44.6)	11(19.6)
0 = 38 (N=41)	2(4.9)	4(9.8)	10(24.4)	14(34.1)	11(26.8)
TOTAL (N = 217)	11(5.1)	17(7.8)	60(27.6)	84(38.7)	45(20.7)
10. Personal teacher growth -- learning continues					
184 - over (N=72)	0(0.0)	5(6.9)	18(25.0)	25(34.7)	24(33.3)
86 - 183 (N=52)	1(1.9)	5(9.6)	9(17.3)	17(32.7)	20(38.5)
39 - 85 (N=59)	0(0.0)	2(3.4)	16(27.1)	22(37.3)	19(32.2)
0 - 38 (N=46)	1(2.2)	1(2.2)	8(17.8)	15(33.3)	20(44.4)
TOTAL (N = 229)	2(.9)	13(5.7)	51(22.3)	79(34.5)	83(36.2)

Table 45 (continued)

	1	2	3	4	5
11. Vacations					
184 - over (N=69)	15(21.7)	12(17.4)	27(39.1)	10(14.5)	5(7.2)
86 - 183 (N=51)	14(27.5)	10(19.6)	15(29.4)	7(13.7)	5(9.8)
39 - 85 (N=58)	9(15.5)	16(27.6)	18(31.0)	10(17.2)	5(8.6)
0 - 38 (N=46)	15(34.1)	7(15.9)	10(22.7)	10(22.7)	2(4.5)
TOTAL (N = 224)	53(23.7)	45(20.1)	70(31.2)	37(16.5)	17(7.6)
12. Others**					
184 - over (N=23)	1(4.3)	0(0.0)	1(1.4)	6(26.1)	15(65.2)
86 - 183 (N=9)	0(0.0)	0(0.0)	0(0.0)	4(44.4)	5(55.6)
39 - 85 (N=8)	0(0.0)	0(0.0)	0(0.0)	1(12.5)	4(50.0)
0 - 38 (N=12)	1(8.3)	1(8.3)	0(0.0)	3(25.0)	7(58.3)
TOTAL (N = 52)	2(3.8)	1(1.9)	1(1.9)	14(26.9)	31(59.6)

*The number in parentheses is the row percentage.
**See Appendix F for specific responses.

TABLE 46

Responses to Question 7 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

Number and percentage of SCDEs by the number of 1982 bachelor degree recipients eligible for teacher certification responding to the rank which best describes the importance of the listed concern as a deterrent to student enrollment in teacher education.

	Not Important			Very Important	
Concerns	1	2	3	4	5
1. Discipline problems - student attitudes					
184 - over (N=72)	0(0.0)*	5(6.9)	16(22.2)	22(30.6)	29(40.3)
86 - 183 (N=53)	1(1.9)	0(0.0)	29(39.6)	19(35.8)	12(22.6)
39 - 85 (N=58)	0(0.0)	2(3.4)	13(22.4)	28(48.3)	15(25.9)
0 - 38 (N=45)	2(4.4)	5(11.1)	9(20.0)	18(40.0)	11(24.4)
TOTAL (N = 228)	3(1.3)	12(5.3)	59(25.9)	87(38.2)	67(29.4)
2. Extra duties					
184 - over (N=70)	5(7.1)	18(25.7)	25(35.7)	16(22.9)	6(8.6)
86 - 85 (N=53)	4(7.5)	15(28.3)	14(26.4)	17(32.1)	3(5.7)
39 - 85 (N=58)	3(5.2)	13(22.4)	23(39.7)	17(29.3)	2(3.4)
0 - 38 (N=45)	7(15.6)	10(22.2)	18(40.0)	10(22.2)	0(0.0)
TOTAL (N = 226)	3(1.3)	12(5.3)	59(25.9)	87(38.2)	67(29.4)
3. Few opportunities for recognition or merit					
184 - over (N=71)	2(2.8)	5(7.0)	17(23.9)	26(36.6)	21(29.6)
86 - 183 (N=52)	1(1.9)	8(15.4)	12(23.1)	16(30.8)	15(28.8)
39 - 85 (N=58)	1(1.7)	8(13.8)	27(46.6)	16(27.6)	6(10.3)
0 - 38 (N=45)	4(8.9)	4(8.9)	13(28.9)	12(26.7)	12(26.7)
TOTAL (N = 226)	19(8.4)	56(24.8)	80(35.4)	60(35.4)	11(4.9)
4. Lack of job security					
184 - over (N=71)	10(14.1)	20(28.2)	21(29.6)	16(22.5)	4(5.6)
86 - 183 (N=52)	8(15.4)	22(42.3)	12(23.1)	8(15.4)	2(3.8)
39 - 85 (N=58)	4(6.9)	19(32.8)	14(24.1)	13(22.4)	8(13.8)
0 - 38 (N=44)	5(11.4)	11(25.0)	11(25.0)	12(27.3)	5(11.4)
TOTAL (N = 225)	27(12.0)	72(32.0)	58(25.8)	49(21.8)	19(8.4)

Table 46 (continued)

	1	2	3	4	5
5. Monotonous - not enough flexibility					
184 - over (N=71)	13(18.3)	24(33.8)	29(40.8)	3(4.2)	2(2.8)
86 - 183 (N=51)	5(9.8)	22(43.1)	17(33.3)	5(9.8)	2(3.9)
39 - 85 (N=55)	12(21.8)	17(30.9)	23(41.8)	2(3.6)	1(1.8)
0 - 38 (N=44)	8(18.2)	15(34.1)	17(38.6)	4(9.1)	0(0.0)
TOTAL (N = 221)	38(17.2)	78(35.3)	86(38.9)	14(6.3)	5(2.3)
6. Prospective student's peers/counselors or teachers advise against teaching					
184 - over (N=71)	1(1.4)	4(5.6)	11(15.5)	25(35.2)	30(42.3)
86 - 183 (N=52)	0(0.0)	8(15.4)	4(7.7)	20(38.5)	20(38.5)
39 - 85 (N=58)	1(1.7)	8(13.8)	6(10.3)	20(34.5)	23(39.7)
0 - 38 (N=43)	1(2.3)	1(2.3)	8(18.6)	14(32.6)	19(44.2)
TOTAL (N = 224)	3(1.3)	21(9.4)	79(35.3)	79(35.3)	92(41.1)
7. Low salary					
184 - over (N=72)	0(0.0)	0(0.0)	1(1.4)	14(19.4)	57(79.2)
86 - 183 (N=53)	0(0.0)	0(0.0)	1(1.9)	9(17.0)	43(81.1)
39 - 85 (N=58)	1(1.7)	3(5.2)	5(8.6)	25(43.1)	24(41.4)
0 - 38 (N=44)	1(2.3)	0(0.0)	4(9.1)	10(22.7)	29(65.9)
TOTAL (N = 227)	2(.8)	3(1.3)	11(4.8)	58(25.6)	153(67.4)
8. Tight job market					
184 - over (N=70)	2(2.9)	6(8.6)	10(14.3)	30(42.9)	22(31.4)
86 - 183 (N=53)	0(0.0)	7(24.5)	13(24.5)	14(26.4)	19(35.8)
39 - 85 (N=58)	2(3.4)	4(6.9)	7(12.1)	20(34.5)	25(43.1)
0 - 38 (N=44)	0(0.0)	3(6.8)	8(18.2)	11(25.0)	22(50.0)
TOTAL (N = 225)	4(1.7)	20(8.9)	38(16.9)	75(33.3)	88(39.1)
9. Too heavy responsibility					
184 - over (N=71)	13(18.3)	23(32.4)	24(33.8)	11(15.5)	0(0.0)
86 - 183 (N=53)	5(9.4)	18(34.0)	18(34.0)	10(18.9)	2(3.8)
39 - 85 (N=57)	7(12.3)	17(29.8)	23(40.4)	9(15.8)	1(1.8)
0 - 38 (N=44)	12(27.3)	14(31.8)	13(29.5)	5(11.4)	0(0.0)
TOTAL (N = 225)	37(16.4)	72(32.0)	78(34.7)	35(15.6)	3(1.3)

Table 46 (continued)

	1	2	3	4	5
10. Others**					
184 - over (N=19)	0(0.0)	0(0.0)	2(10.5)	8(42.1)	9(47.4)
86 - 183 (N=12)	0(0.0)	0(0.0)	0(0.0)	3(25.0)	9(75.0)
39 - 85 (N=7)	0(0.0)	1(14.3)	0(0.0)	2(28.6)	4(57.1)
0 - 38 (N=12)	0(0.0)	0(0.0)	1(8.3)	5(41.7)	6(50.0)
TOTAL (N = 50)	0(0.0)	1(2.0)	3(6.0)	18(36.0)	28(56.0)

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*The number in parentheses is the row percentage.

**See Appendix G for specific responses.

TABLE 47

Responses to Question 8 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

		The number and percentage of SCDEs by the number of 1982 bachelor degree recipients eligible for teacher certification indicating a need to recruit the listed minority groups because of underrepresentation in the SCDE.			
Minority Groups	184-over (N=72)	86-183 (N=53)	39-85 (N=60)	0-38 (N=46)	Total (N=231)
Blacks	59(81.9)*	35(66.0)	35(58.3)	26(56.5)	155(64.0)
Hispanics	38(52.8)	28(52.8)	31(51.7)	23(50.0)	120(51.9)
Others**	13(18.1)	13(24.5)	9(15.0)	8(17.4)	43(18.6)
No underrepresentation	8(11.1)	6(11.3)	13(21.7)	12(26.1)	39(16.9)

*The number in parentheses is the percentage of the N of SCDEs for that column.

**See Table 18 for specific responses by type of institution.

TABLE 48

Responses to Question 9 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

Number and percentage of SCDEs by the number of 1982 bachelor degree recipients eligible for teacher certification responding to the rank which reflects the effectiveness of the listed method used to attract students into teacher education programs.

	Least Effective			Most Effective	
Recruitment Methods	1	2	3	4	5
1. Alumni network					
184 - over (N=70)	1(1.4)*	13(18.6)	18(25.7)	30(42.9)	8(11.4)
86 - 183 (N=50)	4(8.0)	8(16.0)	8(16.0)	21(42.0)	9(18.0)
39 - 85 (N=55)	1(1.8)	5(9.1)	11(20.0)	26(47.3)	12(21.8)
0 - 38 (N=41)	2(4.9)	9(22.0)	8(19.5)	13(31.7)	9(22.0)
TOTAL (N = 216)	8(3.7)	35(16.2)	45(20.8)	90(41.7)	38(17.6)
2. Brochures					
184 - over (N=70)	1(1.4)	8(11.4)	27(38.6)	30(42.9)	4(5.7)
86 - 183 (N=51)	0(0.0)	6(11.8)	21(41.2)	21(41.2)	3(5.9)
39 - 85 (N=56)	1(1.8)	5(8.9)	25(44.6)	20(35.7)	5(8.9)
0 - 38 (N=41)	2(4.9)	4(9.8)	20(48.8)	14(34.1)	1(2.4)
TOTAL (N = 218)	4(1.8)	23(10.6)	93(42.7)	85(39.0)	13(6.0)
3. College catalogue					
184 - over (N=71)	6(8.5)	14(19.7)	34(47.9)	14(19.7)	3(4.2)
86 - 183 (N=51)	1(2.0)	9(17.6)	19(37.3)	20(39.2)	2(3.9)
39 - 85 (N=55)	0(0.0)	8(14.5)	28(50.9)	13(23.6)	6(10.9)
0 - 38 (N=43)	2(4.7)	9(20.9)	18(41.9)	12(27.9)	2(4.7)
TOTAL (N = 220)	9(4.0)	40(18.2)	99(45.0)	59(26.8)	13(5.9)
4. Display/Exhibits					
184 - over (N=69)	4(5.8)	13(18.8)	35(50.7)	15(21.7)	2(2.9)
86 - 183 (N=48)	1(2.1)	11(22.9)	24(50.0)	12(25.0)	0(0.0)
39 - 85 (N=55)	2(3.6)	9(16.4)	23(41.8)	19(34.5)	2(3.6)
0 - 38 (N=41)	6(14.6)	7(17.1)	21(51.2)	6(14.6)	1(2.4)
TOTAL (N = 213)	13(6.1)	40(18.8)	103(48.5)	52(24.4)	5(2.3)

Table 48 (continued)

	1	2	3	4	5
5. Filmstrips/Slides/Tapes					
184 - over (N=67)	3(4.5)	9(13.4)	32(47.8)	19(28.4)	4(6.0)
86 - 183 (N=49)	6(12.2)	5(10.2)	19(38.8)	18(36.7)	1(2.0)
39 - 85 (N=51)	2(3.9)	12(23.5)	17(33.3)	19(37.3)	1(2.0)
0 - 38 (N=39)	7(17.9)	5(12.8)	18(46.2)	7(17.9)	2(5.1)
TOTAL (N = 206)	18(8.7)	31(15.0)	86(41.7)	63(30.6)	8(3.9)
6. Magazine ads					
184 - over (N=65)	17(26.2)	19(29.2)	20(30.8)	8(12.3)	1(1.5)
86 - 183 (N=41)	10(24.4)	11(26.8)	16(39.0)	3(7.3)	1(2.4)
39 - 85 (N=50)	12(24.0)	14(28.0)	20(40.0)	3(6.0)	1(2.0)
0 - 38 (N=35)	10(28.6)	7(20.0)	10(28.6)	6(17.1)	2(5.7)
TOTAL (N = 191)	49(25.7)	51(26.7)	66(34.6)	20(10.5)	5(2.6)
7. Newspaper (campus)					
184 - over (N=68)	13(19.1)	17(25.0)	26(38.2)	11(16.2)	1(1.5)
86 - 183 (N=47)	8(17.0)	16(34.0)	14(29.8)	8(17.0)	1(2.1)
39 - 85 (N=53)	8(15.1)	17(32.1)	21(39.6)	5(9.4)	2(3.8)
0 - 38 (N=39)	11(28.2)	10(25.6)	12(30.8)	5(12.8)	1(2.6)
TOTAL (N = 207)	40(19.3)	60(29.0)	73(35.3)	29(14.0)	5(2.4)
8. Newspaper(s) (local)					
184 - over (N=64)	8(12.5)	19(29.7)	20(31.3)	12(18.8)	5(7.8)
86 - 183 (N=46)	8(17.4)	7(15.2)	19(41.3)	10(21.7)	2(4.3)
39 - 85 (N=53)	11(20.8)	10(18.9)	19(35.8)	10(18.9)	3(5.7)
0 - 38 (N=38)	9(23.7)	7(18.4)	12(31.6)	7(18.4)	3(7.9)
TOTAL (N = 201)	36(17.9)	43(21.4)	70(34.8)	39(19.4)	13(6.5)
9. Oral presentation(s)					
184 - over (N=68)	1(1.5)	3(4.4)	14(20.6)	34(50.0)	16(23.5)
86 - 183 (N=50)	0(0.0)	2(4.0)	10(20.0)	27(54.0)	11(22.0)
39 - 85 (N=54)	0(0.0)	4(7.4)	14(25.9)	24(44.4)	12(22.2)
0 - 38 (N=41)	1(2.4)	4(9.8)	10(24.4)	17(41.5)	9(22.0)
TOTAL (N = 213)	2(.9)	13(6.1)	48(22.5)	102(47.9)	48(22.5)
10. Posters for bulletin boards					
184 - over (N=68)	8(11.8)	19(27.9)	26(38.2)	12(17.6)	3(4.4)
86 - 183 (N=48)	3(6.3)	13(27.1)	24(50.0)	8(16.7)	0(0.0)
39 - 85 (N=53)	2(3.8)	12(22.6)	27(50.9)	11(20.8)	1(1.9)
0 - 38 (N=39)	4(10.3)	11(28.2)	13(33.3)	8(20.5)	3(7.7)
TOTAL (N = 208)	17(8.2)	55(26.4)	90(43.3)	39(18.8)	7(3.4)

	1	2	3	4	5
11. Radio/Television					
184 - over (N=66)	8(12.1)	6(9.1)	21(31.8)	22(33.3)	9(13.6)
86 - 183 (N=44)	7(15.9)	7(15.9)	8(18.2)	22(50.0)	0(0.0)
39 - 85 (N=49)	4(8.2)	11(22.4)	15(30.6)	17(34.7)	2(4.1)
0 - 38 (N=38)	4(10.5)	11(28.9)	10(26.3)	9(23.7)	4(10.5)
TOTAL (N = 197)	23(11.7)	35(17.8)	54(27.4)	70(35.5)	15(7.6)
12. Salaried recruiter(s)					
184 - over (N=67)	2(3.0)	5(7.5)	15(22.4)	24(35.8)	21(31.3)
86 - 183 (N=49)	4(8.2)	2(4.1)	8(16.3)	20(40.8)	15(30.6)
39 - 85 (N=19)	1(2.0)	5(10.2)	7(14.3)	22(44.9)	14(28.6)
0 - 38 (N=39)	2(5.1)	6(15.4)	8(20.5)	9(23.1)	14(35.9)
TOTAL (N = 204)	9(4.4)	18(8.8)	38(18.6)	75(36.8)	64(31.4)
13. Telephone solicitation(s)					
184 - over (N=65)	7(10.8)	13(20.0)	25(38.5)	16(24.6)	4(6.2)
86 - 183 (N=45)	6(13.3)	10(22.2)	14(31.1)	10(22.2)	5(11.1)
39 - 85 (N=51)	6(11.8)	6(11.8)	15(29.4)	17(33.3)	7(13.7)
0 - 38 (N=36)	4(11.1)	5(13.9)	13(36.1)	9(25.0)	5(13.9)
TOTAL (N = 197)	23(11.7)	34(17.3)	67(34.0)	52(26.4)	21(10.7)
14. Scholarships					
184 - over (N=70)	2(2.9)	1(1.4)	5(7.1)	24(34.3)	38(54.3)
86 - 183 (N=50)	1(2.0)	1(2.0)	6(12.0)	13(26.0)	29(58.0)
39 - 85 (N=56)	0(0.0)	4(7.1)	4(7.1)	15(26.8)	33(58.9)
0 - 38 (N=40)	1(2.5)	2(5.0)	4(10.0)	12(30.0)	21(52.5)
TOTAL (N = 216)	4(1.9)	8(3.7)	19(8.8)	64(29.6)	121(56.0)
15. Campus visitation program(s) for high school seniors					
184 - over (N=70)	0(0.0)	1(1.4)	7(10.0)	34(48.6)	28(40.0)
86 - 183 (N=49)	0(0.0)	1(2.0)	8(16.3)	18(36.7)	22(44.9)
39 - 85 (N=51)	0(0.0)	0(0.0)	7(13.7)	20(39.2)	24(47.1)
0 - 38 (N=43)	0(0.0)	2(4.7)	4(9.3)	19(44.2)	18(41.9)
TOTAL (N = 213)	0(0.0)	4(1.9)	26(12.2)	91(42.7)	92(43.2)

	1	2	3	4	5
16. Others**					
184 - over (N=22)	0(0.0)	0(0.0)	0(0.0)	5(22.7)	17(77.3)
86 - 183 (N=10)	0(0.0)	0(0.0)	1(10.0)	4(40.0)	5(50.0)
39 - 85 (N=9)	0(0.0)	0(0.0)	1(11.1)	1(11.1)	7(77.8)
0 - 39 (N=7)	0(0.0)	0(0.0)	0(0.0)	3(42.9)	4(57.1)
TOTAL (N = 48)	0(0.0)	0(0.0)	2(4.2)	13(27.1)	33(68.8)

*The number in parentheses is the row percentage.
**See Appendix H for specific responses.

TABLE 49

Responses to Question 11 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

		Number and percentage of SCDEs by the number of 1982 bachelor degree recipients eligible for teacher certification indicating the areas of study offered at their SCDE where recruitment is needed most.			
Areas of Study	184-over (N=72)	86-183 (N=53)	39-85 (N=60)	0-38 (N=46)	Total (N=231)
Bilingual education	17(23.6)*	14(26.4)	11(18.3)	11(23.9)	53(22.9)
Secondary mathematics	69(95.8)	52(98.1)	52(86.7)	39(84.8)	212(91.8)
Secondary science	65(90.2)	51(96.2)	53(88.3)	40(87.0)	209(90.5)
Special education	26(36.1)	15(28.3)	14(23.3)	10(21.7)	65(28.1)
Vocational education**	23(31.9)	9(17.0)	4(6.6)	1(2.1)	37(16.0)
Others***	10(13.9)	7(13.2)	10(18.9)	10(21.7)	37(16.0)

*The number in parentheses is the percentage of the N of SCDE's for that column.
**See Table 22 for specific areas of vocational education needing recruits.
***See Table 23 for specific responses by type of institution.

TABLE 50

Responses to Question 12 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

			Number and percentage of SCDEs by number of 1982 bachelor degree recipients eligible for teacher certification describing their student recruitment efforts using the listed descriptors.			
	Descriptors	184-over (N=72)	86-183 (N=52)	39-85 (N=57)	0-38 (N=44)	Total (N=225)
1.	Very rigorous	1(1.4)*	1(1.9)	0(0.0)	1(2.3)	3(1.3)
2.	Rigorous	18(25.0)	10(19.2)	15(26.3)	7(15.9)	50(22.2)
3.	Casual	28(38.9)	17(32.7)	19(33.3)	14(31.8)	78(34.7)
4.	Limited	14(19.4)	20(38.5)	14(24.6)	14(31.8)	62(27.6)
5.	Very Limited	11(15.3)	4(7.7)	9(15.8)	8(18.2)	32(14.2)

*The number in parentheses is the column percentage.

TABLE 51

Crosstabulation of "Yes" Responses to Question 1 With Responses to Question 12 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

Responses to Question 12 (Description of recruitment effort)	SCDEs Possessing a SSRP				
	184-over (N=29)	86-183 (N=21)	39-85 (N=23)	0-38 (N=14)	Total (N=87)*
1. Very rigorous	1(3.4)**	1(4.8)	0(0.0)	1(7.1)	3(3.2)
2. Rigorous	14(48.3)	7(33.5)	12(52.2)	5(35.7)	42(45.2)
3. Casual	11(37.9)	9(42.9)	8(34.8)	4(28.6)	33(35.5)
4. Limited	3(10.3)	4(19.0)	3(13.0)	3(21.4)	14(15.1)
5. Very Limited	0(0.0)	0(0.0)	0(0.0)	1(7.1)	1(1.1)

*Two SCDEs responding to Question 1 did not respond to Question 12. Total reflects those SCDEs responding to Question 12.

**Number in parentheses is column percentage.

TABLE 52

Responses to Question 13 By Number of 1982 Bachelor Degree Recipients Eligible for Teacher Certification

SCDEs by number of 1982 bachelor degree recipients eligible for teacher certification	SCDE has recruitment budget in addition to institutions's	SCDE does not have recruitment budget in addition to "institutions's
1. 184 - over (N=71)	8(11.3)*	63(88.7)
2. 86 - 183 (N=51)	5(9.8)	46(90.2)
3. 39 - 85 (N=58)	4(6.9)	54(93.1)
4. 0 - 38 (N=45)	6(13.3)	39(86.7)
TOTAL (N = 225)	23(10.2)	202(89.8)

*The number in parentheses is the row percentage.

TABLE 53

Responses to Question 14 By Number of 1982
Bachelor Degree Recipients Eligible for Teacher Certification

	Number and percentage of SCDEs by the number of 1982 bachelor degree recipients eligible for teacher certification indicating the per pupil dollars spent in 1982-83 on recruitment for students in teacher education admitted during the 1982-83 school year.				
Per Student Amount	184-over (N=65)	86-183 (N=42)	39-85 (N=47)	0-38 (N=40)	Total (N=194)
1. $201 - over	1(1.5)*	2(4.8)	8(17.0)	4(10.0)	15(17.7)
2. $151 - $200	0(0.0)	2(4.8)	1(2.1)	0(0.0)	3(1.5)
3. $101 - $150	1(1.5)	1(2.4)	1(2.1)	1(2.5)	4(2.0)
4. $ 51 - $100	5(7.7)	1(2.4)	3(6.4)	1(2.5)	10(5.1)
5. $ 1 - $ 50	20(30.8)	7(16.7)	1(2.1)	2(5.0)	30(15.5)
6. No money allotted for recruitment	16(24.6)	8(19.0)	11(23.4)	15(37.5)	50(25.8)
7. Unable to determine	22(33.8)	21(50.0)	22(46.8)	17(42.5)	82(42.3)

*The number in parentheses is the column percentage.

APPENDIX A

American Association of Colleges for Teacher Education

AACTE STUDENT RECRUITMENT IN TEACHER EDUCATION SURVEY

1. Does your School, College or Department of Education (SCDE) have a systematic student recruitment program.[*]?

_____ Yes (If "Yes" proceed to #4)

_____ No (If "No" proceed to #2)

2. Do you see a need for any kind of student recruitment program for teacher education?

_____ Yes (If "Yes" proceed to #3)

_____ No (If "No" proceed to #4)

3. If your SCDE does not have a systematic student recruitment program and you see a need for one, what obstacle(s) has kept you from establishing a recruitment program? (Please list)

____

____

____

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[*] A systematic student recruitment program is defined as a formal, organized and implemented plan to attract students into a teacher education program.

4. What difficulties do you see with the actual implementation of a teacher education student recruitment program? (You may check more than one)

   a. _____ competition within institution for funds

   b. _____ institutional and/or state policy which restricts recruiting

   c. _____ lack of funds

   d. _____ lack of personnel

   e. _____ lack of support by faculty/staff

   f. _____ others (please list) ______________________________

5. What criteria does/would your SCDE use to select a target population for student recruitment? (Check all that apply)

   a. _____ geographic location of candidate's home

   b. _____ high school rank-in-class and/or SAT/ACT scores

   c. _____ record of high school as a feeder school for our SCDE

   d. _____ stated interest in pursuing a teacher preparation program in an institution like ours

   e. _____ others (please list) ______________________________

6. The following are incentives for entering a teacher education program which could be emphasized in student recruitment. Please circle the number which appropriately reflects the degree of emphasis you would place on each incentive when recruiting.

	Little Emphasis				High Emphasis
a. Challenging	1	2	3	4	5
b. Desireable work pattern	1	2	3	4	5
c. Being with children	1	2	3	4	5
d. Helping/Human growth	1	2	3	4	5
e. Involvement in extracurricular activities	1	2	3	4	5
f. Job security	1	2	3	4	5
g. Job variety	1	2	3	4	5
h. Love of subject	1	2	3	4	5
i. Modeling	1	2	3	4	5
j. Personal teacher growth--learning continues	1	2	3	4	5
h. Vacations	1	2	3	4	5
i. Others (please list)					
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5

7. The following is a list of concerns about the teaching profession which may be a deterrent to student enrollment in your SCDE. Circle the number which you believe best describes the importance of that concern as a deterrent to student enrollment in teacher education.

	Not Important				Very Important
a. Discipline problems-student attitudes	1	2	3	4	5
b. Extra duties	1	2	3	4	5
c. Few opportunities for recognition or merit	1	2	3	4	5
d. Lack of job security	1	2	3	4	5
e. Monotonous-not enough flexibility	1	2	3	4	5
f. Prospective student's peers/counselors or teachers advise against teaching	1	2	3	4	5
g, Low salary	1	2	3	4	5
h. Tight job market	1	2	3	4	5
i. Too heavy responsibility	1	2	3	4	5
j. Others (please list)					
______________________________	1	2	3	4	5
______________________________	1	2	3	4	5
______________________________	1	2	3	4	5
______________________________	1	2	3	4	5

8. Which of the following minority groups does your institution have a need to recruit because of underrepresentation in your SCDE?

a. _____ Blacks

b. _____ Hispanics

c. _____ Others (please list) ______________________________

____

d. _____ No underrepresentation

9. Please rate the effectiveness of the following methods used to attract students into teacher education programs.

	Least effective				Most effective
a. Alumni network	1	2	3	4	5
b. Brochures	1	2	3	4	5
c. College catalogue	1	2	3	4	5
d. Display/Exhibits	1	2	3	4	5
e. Filmstrips/Slides/Tapes	1	2	3	4	5
f. Magazine ads	1	2	3	4	5
g. Newspaper (campus)	1	2	3	4	5
h. Newspaper(s) (local)	1	2	3	4	5
i. Oral presentation(s)	1	2	3	4	5
j. Posters for bulletin boards	1	2	3	4	5
k. Radio/Television	1	2	3	4	5
l. Salaried recruiter(s)	1	2	3	4	5
m. Telephone solicitation(s)	1	2	3	4	5
n. Scholarships	1	2	3	4	5
o. Campus visitation program(s) for high school seniors	1	2	3	4	5
p. Others (please list)					
________________________	1	2	3	4	5
________________________	1	2	3	4	5
________________________	1	2	3	4	5
________________________	1	2	3	4	5

10. Please indicate the total number of undergraduate admission applications, accepted students, and the number of students who actually enrolled in your SCDE for the following academic years*?:

	Admission applications	Accepted	Actually enrolled
1980-81	________	________	________
1981-82	________	________	________
1982-83	________	________	________

11. Check the areas of study offered in your SCDE where recruitment is needed most. (Check all that apply)

a. _____ Bilingual education

b. _____ Secondary mathematics

c. _____ Secondary science

d. _____ Special education

e. _____ Vocational education (please indicate specific program(s))

____

____

____

f. _____ Others (please list)

____

____

____

____

12. How would you describe your SCDE teacher education student recruitment effort? (Ckeck only one)

a. _____ Very rigorous		d. _____ Limited	
b. _____ Rigorous		e. _____ Very limited	
c. _____ Casual			

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*Admission application and enrollment includes internal/external undergraduate transfer students.

13. Does your SCDE have a recruitment budget of its own in addition to your institution's?

_____ Yes _____ No

14. Using figures from either your institution recruitment budget or your SCDE recruitment budget, please indicate, by checking below, the appropriate per pupil dollars spent in 1982-83 on recruitment for students in teacher education admitted during the 1982-83 school year. (Per student amount = Total dollars allocated for recruitment divided by the number of freshman who enrolled in your institution to pursue a teacher preparation program)

a. ______ $201 - over

b. ______ $151 - $200

c. ______ $101 - $150

d. ______ $51 - $100

e. ______ $1 - $50

f. ______ No money alloted for recruitment

g. ______ Unable to determine

15. OPTIONAL: Name of your institution and person filling our questionnaire. This will enable us to contact you if questions arise about your responses and/or your teacher education student recruitment program.

Institution:____

Name of person completing questionnaire: ______________________________

APPENDIX B

American Association of Colleges for Teacher Education

June 29, 1983

TO: Heads of Teacher Education

FROM: American Association of Colleges for Teacher Education

CONCERNING: Student Recruitment Efforts of SCDEs

Your SCDE has been chosen as part of a stratified random sample of AACTE members to participate in a nationwide study on student recruitment in teacher education conducted jointly by AACTE, the University of Dayton and the Ohio Department of Education. This study is concerned with the status of student recruitment among SCDEs in the United States and will provide preliminary criteria to be used by SCDEs for improving recruitment practices.

The enclosed questionnaire has been field-tested with a sample of SCDE heads and has been revised to obtain all the necessary data while requiring a minimum of time. The average time required for the SCDE heads to complete the questionnaire was 12½ minutes.

It will be appreciated if you complete the questionnaire prior to July 18 and return it to the Office of Educational Services at the University of Dayton using the stamped, self-addressed envelope enclosed. Because a stratified random sampling procedure was used, a high response rate is crucial to assure an accurate representation of SCDEs. We would welcome any comments that you may have concerning any aspect of student recruitment. If used in the final report, all comments will remain anonymous. A summary of the questionnaire results will appear in AACTE Briefs.

It should be mentioned that while placing your institution's name on the survey is optional, it would be helpful to us if you would identify your instiution in case of questions about your responses and/or recruitment program. All instiutions will remain anonymous in the reporting of the results (unless permission is granted). The code on the upper-right corner of the first page of the questionnaire is only for identification of the subgroup of your SCDE (e.g. public or private, large or small).

If you have any questions or concerns please contact Vaun Crabtree at the University of Dayton in Dayton, Ohio at (513) 229-3344. Thank you for you cooperation.

One Dupont Circle, Suite 610, Washington, D.C. 20036 — (202) 293-2450

APPENDIX C

RESPONSES TO QUESTION 3

"If your SCDE does not have a systematic student recruitment program and you see a need for one, what obstacle(s) has kept you from establishing a recruitment program?"

1. A - 002[1]
    - a) Time
    - b) Staff
2. A - 004
    - a) Lack of skills in conducting recruiting
    - b) Lack of enthusiasm for the task
3. B - 006
    - a) Until recently, attrition was not a problem.
    - b) Staff retirements and student attrition was balanced.
4. B - 007
    - a) Lack of funding and personnel
    - b) Not giving recruitment a high priority due to a relatively stable enrollment
    - c) A need for an internal program audit to use as a basis for development of a program
5. A - 009
    - a) Lack of personnel resources
    - b) Lack of financial resources
6. BC - 010
    - a) Personnel unavailability
    - b) Travel and materials expense
7. A - 011
    - a) Recruitment for education program needs additional techniques due to poor public image that has been created.
    - b) Time
8. B - 016
    - a) Time
9. A - 017
    - a) Lack of time
    - b) Lack of personnel
    - c) Our department is very small and we have many departmental and college responsibilities. This year our programs were reviewed by the state so we spent a substantial amount of time preparing for that inspection.
10. B - 024
    - a) Time
    - b) Shortage of personnel
11. A - 025
    - a) Total college policy (except for Conservatory of Music) has been to recruit without specific emphasis on desired area of concentration.
12. A - 028
    - a) Weak market for teachers
    - b) Hesitancy to exert undue influence on student decision-making

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[1] The letter (A, B, or C) represents the type of institution responding to the question. The letter A represents private institutions, B is public institutions, and C is traditionally black institutions. A combination of AC or BC means that the traditionally black institution responded as a public or private institution as well. The number following the letter is the questionnaire identification number.

13.	A - 032	a) Lack of time b) Lack of energy c) Lack of personnel
14.	A - 033	a) All recruitment is controlled by admissions. The only guaranteed scholarship and recruitment activity is in music and fine arts and athletics. All other fields are based on demand.
15.	B - 036	a) Faculty resources needed to wage an effective recruitment program b) Historically, there has always been sufficient students until the past five years.
16.	A - 039	a) Small size of college gave feeling that students didn't need to be actively recruited -- if they came to college, they knew why they were coming.
17.	B - 042	a) Time b) Personnel c) Funds
18.	A - 043	a) We have had substantial enrollments in teacher education in the past and recruiting was not a high priority with us.
19.	A - 045	a) The general attitude of our student body toward elementary/secondary teaching as a career
20.	B - 046	a) Manpower b) Financing
21.	A - 047	a) Money b) Staff c) Time
22.	C - 048	a) Time to implement it
23.	B - 049	a) Time b) Funds c) Recruiting restricted
23.	BC - 050	a) In our liberal arts setting, the administration has not encouraged all our recruitment by individuals for specific programs unless targeted by the cabinet.
24.	A - 052	a) We have felt very hesitant to actively recruit in an era of "oversupply."
25.	B - 054	a) Time b) Resources
26.	A - 055	a) Budget b) Time to complete task c) Personnel

27.	A - 059	a) Lack of finances b) Lack of personnel c) University has two recruiters for total university. Administration believes this is sufficient with assistance from College of Education.
28.	A - 060	a) Time b) Knowing how to proceed c) We really didn't "need" to worry about it [recruitment]. Now we do, especially obtaining the very good students.
29.	C - 066	a) Funds b) We have not felt the need until the last two years.
30.	B - 038	a) Lack of skills b) Lack of resources c) Difficulty at identifying specific market
31.	B - 070	a) Funds b) Involvement with campus program
32.	B - 072	a) Funds b) Lack of institutional commitment c) Ways we have tried have not been successful
33.	B - 074	a) College policies with respect to Teacher Education preclude us from getting individual attention. "We are not a Teacher's College" is the rule. Admissions office has a lot of programs to tout and we are not a major concern.
34.	B - 076	a) Lack of funds b) Need not recognized in the minds of top administrators c) Could foster ill-will between departments d) Admissions office is seen as responsible for the ask.
35.	B - 078	a) Lack of funds b) Lack of faculty time c) Lack of motivation in part of faculty
36.	B - 080	a) Student recruitment was not needed until two years ago.
37.	B - 083	a) Financial b) College-wide commitment currently is spotty with some departments doing very much and others very little.
37.	B - 084	a) Enough help b) Time to do it [recruit]
39.	B - 086	a) Tradition
40.	B - 087	a) Absence of scholarship funds b) Low starting salaries for teachers c) Supply of applicants has been adequate

41.	A - 088	a) For the last two years we have had a temporary (acting) chair. b) Much recent effort has been expended on deciding which programs to emphasize.
42.	AC - 089	a) Large teaching load for a small faculty leaves little time for recruiting.
43.	B - 092	a) Until recently, the University has not been supportive of recruitment. b) Uncertain how to do it successfully. c) Lack of funds d) Not realizing need e) Complacency
44.	A - 094	a) Lack of personnel b) Lack of funds c) Time
45.	B - 095	a) No funds available
46.	A - 096	a) Lack of employment opportunities
47.	B - 097	a) No faculty with released time to actively work at recruitment
48.	C - 098	a) Time
49.	B - 100	a) Until very recently we had all the students we could handle. The Admissions office did not need or want our efforts.
50.	B - 104	a) Budget b) Priorities elsewhere
51.	B - 110	a) Institution views itself as a "multipurpose university" rather than a "teacher's college."
52.	B - 111	a) Until now we have had larger enrollments than we could handle.
53.	B - 116	a) Money for word processor
54.	A - 118	a) As a small division we already each [faculty member] have many assignments.
55.	A - 119	a) Lack of funds b) Recruiters [for university] only emphasize fields in demand.
56.	C - 121	a) No internal organized structure within the university to support such a program.
57.	B - 122	a) Lack of time b) Lack of personnel
58.	B - 123	a) We have had several non-productive attempts to establish a recruitment program. Because of the lack of success of these efforts, other departments within the College of Education have hesitated to launch an attempt.

59.	C - 125	a) Lack of funds b) Lack of personnel
60.	B - 126	a) We have unified university approach b) Lack of funds
61.	A - 127	a) No real push for Education majors from Admissions or University Administration.
62.	A - 128	a) [Small] size of institution
63.	A - 129	a) None
64.	B - 130	a) Budget b) Staffing c) Priority level
65.	B - 133	a) [No] felt need by faculty for such a commitment.
66.	A - 136	a) Lack of personnel
67.	C - 137	a) Personnel b) Funding
67.	B - 138	a) Resources are lacking
68.	B - 142	a) It [recruitment] is difficult considering the financial reward upon graduation and other problems facing the teaching ranks. b) Lack of staff to utilize in recruitment activities.
69.	B - 143	a) The University has a unit whose major responsibility is the recruitment of students. However, they do not recruit students to the University and not to any specific unit. Financially, it would not be possible for the College of Education to have its own unit for recruitment purposes.
70.	A - 145	a) Faculty will not become involved without extra pay or release time.
71.	B - 148	a) Funding b) The reluctance of the [secondary] schools to provide audiences. c) The public reaction to efforts to reach bright, interested high school students or community college students is -- "who wants to be a teacher, you won't have any 'takers' so why should we do anything to arrange events for teacher recruitment." Often, materials are thrown away by high school counselors.
72.	A - 151	a) Time b) Funds

73. B - 152
    a) There is a general recruitment program for our college.
    b) The education faculty is heavily involved in [teaching] classes and conducting workshops at recruitment time.

74. B - 156
    a) Time to develop one
    b) Staff to implement one

75. B - 159
    a) Low priority
    b) Lack of time
    c) Lack of personnel

76. A - 160
    a) The many and varied responsibilities I have as a teaching chairperson and as Director of Graduate Studies

77. B - 162
    a) Lack of time
    b) Lack of administrative support
    c) Lack of clerical personnel

78. A - 163
    a) Lack of funds
    b) Not knowing the most appropriate method
    c) What do we have to entice students to Education?

79. B - 165
    a) Time to develop the plan
    b) Money to carry out the plan

80. A - 167
    a) Student recruitment is handled by our Admission's office. Policy for this is set at the Dean and Vice-President's level.

81. B - 168
    a) Emphasis on graduate programs and graduate enrollment.
    b) Lack of funds for student recruitment program.

82. B - 169
    a) [Student recruitment] has not been tagged as a high priority because:
        (1) Graduate enrollment is more than we can handle in most of our departments, so there has been little incentive to recruit heavily.
        (2) Job market for new teachers is not strong in our area of the state.
        (3) We have a University office that does an excellent job with recruiting students from junior colleges for all of our University's programs.

83. B - 170
    a) Previous administrators discouraged recruiting efforts by various departments.
    b) We need additional monies to implement such a [recruitment] program.

84. B - 172
    a) Financial support
    b) Staff

85. B - 175
    a) There is no major obstacle except setting of priorities.

86.	A - 178	a) [A teacher education recruitment program is] not considered "appropriate" at a liberal arts institution.
87.	A - 179	a) Department of Education did not receive funds for recruiting. b) After students did get here, very little was done to attract students to teacher education for a number of reasons, one being job market.
88.	C - 181	a) Lack of funds b) Limited personnel c) Limited amount of time
89.	B - 184	a) Personnel b) Budget
90.	B - 185	a) No funding for recruitment program
91.	B - 187	a) Money b) Personnel c) Leadership from the Dean d) Failure by the former Dean to see a need
92.	B - 188	a) Lack of resources for materials and travel
93.	B - 191	a) Time b) Money c) A centralized university function
94.	B - 193	a) The control for Teacher Education programs lie with each department having registered, approved certificate programs, and as such, are "housed" in each of the three facilities. Each program area is responsible and, as such, there is much unevenness and many differences between and among the various programs on campus.
95.	A - 197	a) There is a recruitment office which "steers" students in other programs.
96.	B - 198	a) In the past we have had all the applicants we could accomodate.
97.	B - 199	a) Size of program b) Money c) Facilities
98.	BC - 200	a) A university-wide recruiting program done by Admissions Office personnel b) Adequate funding for this [recruitment] activity
99.	A - 202	a) Personnel b) Time c) Money
100.	A - 204	a) Lack of time on part of current personnel b) Lack of money c) Lack of personnel

101. B - 206
  - a) Lack of support by central academic administration and the Dean of Admissions
  - b) Insufficient financial support including graduate assistantships

102. A - 209
  - a) Funds

103. B - 210
  - a) Budget
  - b) Time
  - c) Staff

104. B - 212
  - a) Personnel
  - b) Time of available personnel

105. B - 215
  - a) Student enrollment has always been high in our teacher education programs. Thus, there has been no incentive to develop a program.

106. B - 216
  - a) Area guidance counselors route the best students toward programs other than teacher training.

107. B - 217
  - a) Funds
  - b) Personnel

108. B - 219
  - a) We tried to get one [recruitment program] started last Fall, 1982 by targeting about 40 high schools with letters stating that faculty would be ready to come out to speak with high school students interested in teacher education. We only got back 3 postcards -- probably won't do it again.

109. B - 222
  - a) Time
  - b) Money

110. B - 225
  - a) Lack of personnel
  - b) Lack of money

111. B - 228
  - a) Funding
  - b) Lack of positions

112. B - 229
  - a) Time
  - b) Money

113. B - 231
  - a) Limited human resources
  - b) Limited financial resources
  - c) External factors too discouraging to deal with; e.g., low teacher salaries, poor working conditions. Task appears to be almost hopeless.

114. C - 232
  - a) Allotted funds
  - b) Appropriate faculty
  - c) Faculty interest

115. B - 233 a) Resources for publications
b) Resources for travel
c) Faculty/administrators release time

116. B - 235 a) None

117. A - 240 a) Staff needed
b) Time needed

118. B - 241 a) Personnel shortage
b) Lack of time
c) Enrollment exceeded the level of staffing

119. B - 245 a) [Lack of] intention to do so
b) [Lack of] a plan of action
c) [Lack of] financial resources

MISCELLANEOUS RESPONSES TO QUESTION 3

1. B - 006[2] a) One [recruitment plan] is in the process of development.

2. B - 019 a) Beginning in the Fall of 1983, the University and the College of Education will have a recruitment program.

3. B - 024 a) We do not recruit students, but primarily at the academic department level. Also participate in student career days at high schools.

4. A - 025 a) We do have a plan if and when students (inquiries) have identified an interest in teacher education.

5. A - 039 a) New admission director is changing process as is new director of teacher education.

6. A - 043 a) Our enrollments are off and we are presently planning an active recruitment program which will be underway in September 1983.

7. B - 049 a) We are informally involved [in recruitment] daily as our faculty work in schools throughout the region.

8. A - 050 a) Focus for college-wide recruitment during the 70's was in areas of Allied Health, Mass Communication, and Business Administration.

9. A - 052 a) We do, of course, participate in the College's recruitment program, and I correspond with many prospective students each year.
   b) We now feel we can legitimately "gear up" for active recruitment.

10. B - 058 a) We work with our Admissions Office in helping with this important task.

11. C - 066 a) We have received general help through normal university recruiting efforts.

12. B - 080 a) The School of Education cooperates in a University-wide recruitment plan.

13. A - 089 a) A recruitment program will be developed.

14. B - 116 a) This fall [we] will initiate a [recruitment] program.

15. A - 118 a) We are beginning discussions to build this type of [recruitment] program. It will take more time.

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[2] Ibid.

16. B - 126 a) We will develop one [recruitment program] as soon as possible.

17. A - 134 a) We have relied on literature given out by our University Admissions Program and Admission Days here at the university. This is not enought to attract the best students to our program.

18. A - 145 a) Admissions does it [recruitment] to some extent, but more is needed.

19. A - 167 a) While our department assists in advising prospective students and in calling them prior to acceptance, we do not have a seperate program of recruitment for teacher education at the undergraduate level.

20. B - 175 a) Our recruitment efforts [as a School of Education] has been decentralized and have been undertaken by departments. Some recruitment efforts have been systematic; others have not.

21. A - 176 a) We're in the process of setting up a program as the result of a marketing study just completed. I'm not sure why we haven't had one all along. I think the Department of Education presumed the Admissions Office/team did it all.

22. B - 177 a) Our Admissions Department recruits for all college programs. We have recruitment efforts among freshmen and sophomore students who are deciding on a professional career. Information sessions are provided for students. We have not experienced operational obstacles. Salary-wise other professors are more attractive, particularly to men.

23. A - 179 a) We were a Department of Education until July 1, 1983. We are now a School of Education. Recruitment has been done mainly by central administration offices.

24. B - 180 a) We're cooperating with general campus efforts -- brochures, visits with recruiters, FTA "days," visits by student teaching supervisors, responses to ACT evidence of interests, etc.

25. B - 198 a) We are developing one [recruitment program].

26. B - 216 a) Recruitment in our university is the responsibility of the University Admissions Office. While they do make contact with us each year, I do not believe they place a high value on recruiting for the College of Education.

27. B - 227 a) There is an informal cooperative arrangement between the Department of Education and the Admissions Office whereby Education Professors assist with admitting prospective Education students. The arrangement needs to be formalized.

28. B - 230 a) The University holds "freshman days" each semester. Ten to twelve Fridays are set aside for advisors to meet with students and parents interested in specific areas. The College of Education holds one session each Friday.

29. B - 231 a) [In order to establish a recruitment program, we need] a teacher shortage of severe proportions so that salaries, etc. will be raised, permitting the attraction of brighter students to teacher education.

30. B - 235 a) We have a systematic recruitment program under development and partially "in place." We should have a well-developed plan in about two years.

APPENDIX D

RESPONSES TO "OTHER" CATEGORY FOR QUESTION 4

"What difficulties do you see with the actual implementation of a teacher education student recruitment program?"

1.	A - 003[1]	a) Lack of support by faculty/staff other than the Division of Education.
2.	A - 004	a) Not knowing how to effectively proceed.
3.	A - 005	a) Inability of Admissions staff for the university to understand and appreciate teacher education career goals.
4.	B - 007	a) Lack of adequate data to use for the development of such a [recruitment] program.
5.	A - 021	a) Lack of potential students with appropriate interest.
6.	A - 022	a) The size of institution (900 students) does not lend itself to having each department and/or program recruit. Coordination of recruitment with coaches, etc. is difficult even for this size of college.
7.	A - 026	a) The College has an admissions procedure for the institution as a whole.
8.	A - 027	a) None
9.	A - 028	a) Ethical considerations, e.g., conflict of interest with other departments.
10.	A - 031	a) Inertia on part of older faculty in Teacher Education.
11.	A - 033	a) Recruitment assumes scholarships. Equal access to scholarship money is necessary for all departments if equal recruitment is to be achieved.
12.	B - 034	a) Lack of experience in recruiting. b) Lack of access to students on a wide basis. c) Current status of teaching as a career. d) Lack of scholarship money.
13.	A - 035	a) Lack of time.

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14. A - 040 a) Competition with other divisions, i.e., biology students recruited for M.S. work.

15. C - 048 a) Lack of support by administrators.

16. B - 051 a) [Low] supply and demand for teachers.

17. A - 060 a) [Not] knowing just how to proceed - where to cut in.

18. B - 065 a) Cut-back in State budget.

19. A - 067 a) The College recruitment includes Teacher Education.

20. A - 069 a) Virtually nothing in the literature (or field in general) regarding proven successful recruitment practices in teacher education.

21. B - 075 a) Good students are attracted to fields promising more lucrative jobs.

22. B - 085 a) Lack of interested students

23. B - 087 a) [Lack of] prestige of teaching as a field into which students may be recruited.

24. B - 090 a) There are more financial rewards for going into other fields.
b) We need State scholarships for good students who choose Teacher Education.

25. B - 100 a) Admissions Office does not want us to do their job.

26. B - 106 a) Low teachers' salaries in [name of State].

27. B - 107 a) There is a [major] issue involved -- How can I honestly recruit people into a four-year program (expensive) to prepare for a profession that has such a dark outlook?

28. B - 109 a) Lack of interest among students.

29. B - 112 a) Convincing candidates that they should come into our area that offers low pay, poor job security, and little prestige.

30. C - 121 a) Poor management of recruitment efforts.

31. B - 126 a) Prior feeling of "don't need one."

32. B - 141 a) A plan better for recruitment is needed -- procedure, commitment of staff.

33. A - 147 a) None

34. B - 148 a) No publications, brochures or advertising funds because of general reductions of funding for whole university.

35. A - 154 a) Lack of opportuned time.

36. A - 155 a) Until recent months, there was little interest demonstrated in the teacher-training program.

37. B - 157 a) The pool of prospective students is very small and consequently, the competition for these students has increased.

38. B - 158 a) Competition with other institutions.

39. A - 161 a) The recruitment effort is not separate for teacher education. It is mainstreamed [with the institutional recruitment efforts] therefore, lack of personnel and funds to recruit solely for teacher education is problematic.

40. A - 164 a) None

41. B - 171 a) None noted

42. B - 175 a) Priority has not been very high until recently.

43. A - 176 a) Time

44. B - 177 a) Competition among the various professional programs is experienced.

45. B - 180 a) Lack of employment opportunity for graduates in our service area seems to be the big factor.

46. B - 186 a) At the moment, we have all the students we can handle with the resources available.

47. B - 193 a) Already heavy teaching and [student] advisement loads [by faculty]
b) Little reward in this [recruitment] activity.
c) We have central recruiting efforts and they can attract lots of students with little or no effect in high demand areas such as Technology, Business, Social Work, etc.

48. A - 202 a) Lack of incentives in profession.

49. A - 204 a) Lack of time in current schedules.

50. B - 207 a) [Lack of] appropriate recruitment information for Teacher Education.
b) Poor image of Teacher Education especially after release of Commission on Excellence report.

51. B - 208 a) Restrictions placed in our [recruitment] activity by centralized activity in Admissions and Records
b) Scheduling visits to community colleges at times when student response will be good.

52. B - 213 a) None

53.	B - 215	a) None
54.	B - 216	a) Lack of support from inservice teachers. b) Parents do not encourage children to enter teaching profession. c) The "payoff" for completing a teacher education program does not match business, engineering, pre-med, etc.
55.	B - 219	a) Lack of response by local high schools.
56.	B - 224	a) Emphasis by administration on new programs.
57.	C - 234	a) Lack of awareness of counselors about the upswing in jobs for teachers.
58.	A - 238	a) In times of teacher surplus, I think it is wrong to solicit people to the profession.
59.	A - 243	a) Maintenance of current recruiting materials. b) Development of new and innovative aids.

APPENDIX E

RESPONSES TO "OTHER" CATEGORY FOR QUESTION 5

"What criteria does/would your SCDE
use to select a target population for
student recruitment?"

1.	A - 004[1]	a) Personally suited for teaching.
2.	B - 006	a) Communication skills b) References from teachers and school principals.
3.	A - 008	a) Personal characteristics plus personality.
4.	A - 025	a) Interest in specific area such as mathematics. b) Alumni-church connections.
5.	B - 034	a) Minority status
6.	B - 036	a) Pool of students to enter the college is determined by Control Office of [name of institution] and not the College [of Education].
7.	A - 038	a) The first task is to get interest. Later we will screen for quality. First comes the students for the Admissions Office, then other issues.
8.	C - 066	a) Honor Society lists.
9.	B - 075	a) Top 50 percent of university student population. b) Top 21 percent in CAT.
10.	B - 076	a) Record of community college as feeder school.
11.	B - 086	a) As our program is primarily a graduate program, we would focus on students at liberal arts undergraduate institutions without teacher education. We would also concentrate on our own institution.
12.	A - 088	a) The recruitment we would do would be from students already at our institution. We are a department of the College of Arts and Sciences, not a separate school.
13.	B - 092	a) Places where people would be willing to help us.
14.	B - 093	a) Academic record during first two years of college.
15.	B - 095	a) [We] would recruit in junior colleges throughout the State.
16.	B - 097	a) Proximity of students to other universities and/or colleges.

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17. A - 102 a) We want students with strong academic records in college. We recruit from within.

18. A - 108 a) Schools where our undergraduates teach.

19. B - 109 a) Most of our recruitment efforts are targeted within the college.

20. B - 110 a) Good command of English, both written and spoken, including spelling.

21. B - 116 a) Name[s] from former student[s].

22. C - 121 a) Ethnicity (for desegregation purposes).

23. B - 126 a) Merit scholars.

24. A - 128 a) Minimum ACT 18

25. A - 139 a) Children of alumni
    b) Teacher, administrator et. al. contacts.

26. B - 148 a) High-school counselor training/orientation days on-campus.
    b) [During] field experience, faculty meet with interested high school students while visiting schools.

27. A - 155 a) Advertising of the various attractions in our program.

28. B - 169 a) Since we have a majority of transfer students from junior colleges, our recruitment program would also be aimed at feeder junior colleges.
    b) Writing, speaking skills, evidence of involvement/commitment with school-age children.

29. B - 175 a) Minority race.

30. B - 180 a) Recruiting in cities (increase in minority enrollments - but [little increase] in education.)

31. B - 186 a) Areas of short supply, i.e., math and science.

32. B - 193 a) Recommendations by administrators, teachers and others.

33. C - 197 a) We are presently only recruiting students from a four-mile radius of the institution. We are virtually 95% minority except for the graduate teacher education programs in extensions.

34. B - 199 a) Community college system.

35. A - 205 a) University students with undeclared majors.
    b) Human service related clubs or groups.
    c) Scholarship-winning students.

36.	B - 206	a) Occupation of parents.
37.	B - 207	a) Minority recruiting.
38.	B - 208	a) Record of community college as feeder school.
39.	B - 211	a) Referrals from graduates of our teacher program who are now teachers or administrators in high schools -- we have a good follow-up network for our alumni.
40.	A - 220	a) Alumni who are teachers of prospective students.
41.	B - 226	a) We target high schools and community colleges in northern [name of State].
42.	B - 233	a) Student organizations related to teaching. b) Indication of interest on Admissions' applications.
43.	C - 234	a) Record of high school as a feeder school to University. b) Graduates of the University available to assist in recruitment in the area.
44.	BC - 236	a) Support and recommendations from public schools in the area. b) Use of alumnae in schools to encourage a career in teaching.
45.	A - 242	a) Criteria developed by local school guidance counselors.

APPENDIX F

RESPONSES TO "OTHER" CATEGORY
FOR QUESTION 6

"The following are incentives for entering a teacher education program which could be emphasized in student recruitment. Please circle the number which appropriately reflects the degree of emphasis you would place in each incentive when recruiting."

1.	B - 007[1]	a) Importance of Teaching	1	2	3	4	(5)
2.	B - 008	a) Chance for additional study	1	2	3	4	(5)
		b) Opportunity to travel	1	2	3	(4)	5
		c) Personal security	1	2	3	(4)	5
3.	A - 018	a) Successful experience working with young people in high school	1	2	3	4	(5)
4.	A - 031	a) Good fringe benefits	1	2	3	4	(5)
		b) Relatively short working day	1	2	3	(4)	5
5.	B - 034	a) Flexibility in career options	1	2	3	(4)	5
		b) High standards and quality of [teacher education] programs	1	2	3	(4)	5
6.	A - 038	a) Pay, (in the [name of city] region, the median teacher is making close to $30K per year)	1	2	3	4	(5)
7.	B - 046	a) Freedom in work activities	1	2	3	4	(5)
		b) Excessive travel not required	1	2	3	4	(5)
		c) Knowledge of job requirements	1	2	3	4	(5)
8.	A - 047	a) Appropriateness of [teacher] training [to be used in pursuing] other career options	1	2	3	(4)	5
9.	AC - 050	a) Social Civil Service	1	2	3	4	(5)
10.	A - 052	a) Contribution to future	1	2	3	(4)	5
11.	A - 060	a) Commitment to society	1	2	3	4	(5)
		b) Commitment to excellence	1	2	3	4	(5)

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12.	B - 078	a) [The teacher is a] significant other	1	2	3	4	(5)
13.	B - 080	a) Contribution to society	1	2	3	4	(5)
14.	B - 085	a) Variety of job opportunities	1	2	3	4	(5)
15.	A - 088	a) We want to reduce the negative feelings many Arts and Sciences faculty have about teaching as a career	1	(2)	3	4	5
16.	B - 092	a) Societal need	1	2	3	(4)	5
17.	A - 102	a) We make students within our institution aware of our program. We don't "sell" the teaching profession.	1	2	3	4	5
18.	B - 106	a) Shortages [of teachers] where applicable	1	2	3	4	(5)
19.	B - 107	a) Salary	(1)	2	3	4	5
		b) Opportunity for advancement	(1)	2	3	4	5
		c) Fringe benefits	1	2	(3)	4	5
20.	A - 108	a) Salary	1	2	(3)	4	5
21.	B - 115	a) Marketability	1	2	3	4	(5)
22.	A - 118	a) National need	1	2	3	(4)	5
		b) Job satisfaction	1	2	3	4	(5)
23.	B - 126	a) Service to others	1	2	3	(4)	5
24.	A - 128	a) General compatibility with other roles which women usually play. [Respondent noted that their school was a school for women.]	1	2	3	(4)	5
25.	C - 137	a) Personal rewards	1	2	3	4	(5)
26.	B - 138	a) Idealism - helping shape tomorrow	1	2	3	(4)	5
27.	A - 139	a) Creativity	1	2	3	4	(5)
		b) Community involvement	1	2	3	4	(5)
28.	B - 141	a) Importance of profession	1	2	3	4	(5)
		b) Potential for considerable job satisfaction	1	2	3	4	(5)
29.	B - 143	a) Working with young people	1	2	3	(4)	5
30.	B - 148	a) Help shape future of society - health, environment, problem solving, etc.	1	2	(3)	4	5
		b) Chance to contribute to 21st century	1	2	(3)	4	5
		c) Help reform what they believe wasn't the best educational practices	1	2	(3)	4	5

[Note - Respondent from this institution (B-148) noted that youthful idealism is a large part of the choice to become a teacher.]

31.	A - 155	a) [The opportunity] to make self more marketable	1	2	3	(4)	5
		b) Improving society	1	2	3	4	(5)
		c) Contributing to U.S.A. [to help] maintain its leadership role	1	2	3	4	(5)
		d) Influencing the richness of individual lives	1	2	3	4	(5)
32.	B - 157	a) Salary	(1)	2	3	4	5
33.	B - 158	a) Importance of profession	1	2	3	4	(5)
34.	B - 159	a) Preparation which is also appropriate for job careers outside of the public schools	1	2	3	(4)	5
35.	A - 161	a) Course work exciting - includes theory and practice from Freshman year on.	1	2	3	4	(5)
36.	A - 167	a) Teacher-student ratio is low	1	2	3	(4)	5
		b) There is personal attention, support given to TEP students	1	2	3	4	(5)
		c) Program is field-based	1	2	3	4	(5)
		d) Program uses a variety of approaches to learning	1	2	3	4	(5)
37.	B - 169	a) Scholarships/exams	1	2	3	(4)	5

[Note - Respondent states that" Teaching is not a job for just anyone--can you qualify for the privilege of being a teacher?"]

38.	B - 170	a) A desire to make a difference in the life of children	1	2	3	4	(5)
39.	B - 171	a) Service	1	2	3	4	(5)
		b) Working with people	1	2	3	4	(5)
		c) Enjoyment	1	2	3	(4)	5
40.	B - 177	a) Importance for national survival	1	2	3	4	(5)
41.	B - 180	a) Service profession	1	2	3	4	(5)
		b) Time for building quality into profession	1	2	3	4	(5)
		c) Time of change - opportunity to contribute	1	2	3	4	(5)
42.	B - 186	a) Emerging teacher shortage	1	2	3	4	(5)
		b) Opportunities beyond classroom, i.e. administration	1	2	3	4	(5)

43.	B - 193	a) Lifelong learning	1	2	3	4	(5)
		b) Promotion/advancement	1	2	3	(4)	5
		c) [Teaching profession] most critical to society	1	2	3	4	(5)
		d) Pay for overtime is consistent	1	2	(3)	4	5
44.	BC - 197	a) Job satisfaction - being proud of having selected teaching as a profession	1	2	3	4	(5)
45.	A - 205	a) Job availability	1	2	3	(4)	5
		b) Importance [of the teacher] to society	1	2	3	(4)	5
46.	B - 208	a) Teachers needed in a specific area	1	2	3	4	(5)
		b) Job satisfaction	1	2	3	4	(5)
47.	B - 211	a) Increasing demand for teachers in our state	1	2	3	(4)	5
		b) Satisfaction of helping kids learn	1	2	3	4	(5)
		c) Performing a truly needed, vital service	1	2	3	4	(5)
		d) Encouraging signs in terms of teacher pay, educational reforms, etc. [Respondent adds that "can't push this too much, but we have to fight the negativism surrounding teaching and the simple-minded 'solutions' being dished out by politicians."]	1	2	3	(4)	5
48.	B - 212	a) [Teacher as] change agent	1	2	3	4	(5)
49.	B - 216	a) Working environment	1	2	3	4	(5)
50.	A - 218	a) Counseling aspect	1	2	3	(4)	5
51.	B - 224	a) Freedom of choice of [job] location	1	2	3	(4)	5
52.	B - 228	a) Service	1	2	3	4	(5)
		b) Societal needs	1	2	3	(4)	5
53.	B - 239	a) Needs of society	1	2	3	(4)	5
54.	A - 242	a) [Teacher education is] preparation for many activities and jobs - teaching is but one.	1	2	3	4	(5)

APPENDIX G

RESPONSES TO "OTHER"
CATEGORY FOR QUESTION 7

"The following is a list of concerns about the teaching profession which may be a deterrent to student enrollment in your SCDE. Circle the number which you believe best describes the importance of that concern as a deterrent to student enrollment in teacher education."

1.	A - 008[1]	a) Low prestige	1	2	3	(4)	5
2.	A - 011	a) Public's perception of teachers	1	2	3	4	(5)
3.	A - 017	a) Low prestige - negative attitudes and discouragement from fellow students and some liberal arts faculty members, also parents and parents' friends	1	2	3	4	(5)
4.	A - 028	a) Lack of prestige in public eyes	1	2	3	(4)	5
5.	B - 034	a) Rejection [of teaching as a career] by bright women and bright minorities because of past limitations to teaching as an acceptable career	1	2	3	(4)	5
6.	A - 038	a) Low status	1	2	3	(4)	5
7.	B - 046	a) Bad publicity	1	2	3	4	(5)
8.	A - 052	a) Bad publicity	1	2	3	(4)	5
9.	B - 062	a) Low morale of current teachers	1	2	3	(4)	5
10.	B - 078	a) Constant criticism of teacher preparation programs and teachers	1	2	3	(4)	5
		b) Poor "image" of the profession	1	2	3	(4)	5
11.	B - 080	a) Lack of fringe benefits	1	2	3	(4)	5
12.	B - 085	a) Low esteem	1	2	3	4	(5)
13.	A - 088	a) Many of our students are upper middle class students for whom teaching is a step down in social class	1	2	3	4	(5)
14.	B - 095	a) Misinformation, e.g., job market, etc.	1	2	3	(4)	5
15.	B - 106	a) Layoffs	1	2	3	4	(5)
		b) Poor press	1	2	3	4	(5)
		c) Rigid unseen rules	1	2	3	4	(5)
16.	A - 108	a) Media coverage - negative	1	2	3	(4)	5
		b) Censorship	1	2	3	(4)	5

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17.	B - 115	a) Ignorance	1	2	3	4	(5)
18.	A - 118	a) Recognition as a major with lack of respect on campus	1	2	(3)	4	5
19.	C - 121	a) Social status of job role	1	2	3	4	(5)
		b) Negative publicity	1	2	3	4	(5)
		c) Low status in University	1	2	3	(4)	5
20.	B - 126	a) Parental attitudes	1	2	3	4	(5)
21.	A - 136	a) Low status of the profession in public eye	1	2	3	(4)	5
22.	C - 137	a) Inadequate funding to support programs	1	2	3	4	(5)
		b) Rigid prequisites (test requirements)	1	2	3	4	(5)
		c) Competition from industry	1	2	3	4	(5)
23.	B - 138	a) For males - teaching is identified as a female's profession	1	2	3	(4)	5
24.	A - 139	a) Parental attitude	1	2	3	4	(5)
		b) Negative media coverage	1	2	3	4	(5)
25.	B - 148	a) Status among peers/society	1	2	3	(4)	5
26.	B - 153	a) Too much required in college to get certification and too little salary after graduation	1	2	3	4	(5)
27.	A - 155	a) Lack of appreciation from public	1	2	3	(4)	(5)
		b) Lack of cooperation from parents	1	2	3	(4)	5
		c) Blaming of social problems on teachers	1	2	3	4	(5)
		d) Negative attitudes from public and other professionals	1	2	3	4	(5)
28.	B - 158	a) Perceived public lack of appreciation and respect	1	2	3	(4)	5
29.	A - 167	a) Pressure from parents/relatives to take job that pays more and has more status	1	2	3	4	(5)
30.	B - 169	a) General public disgruntlement with education	1	2	3	(4)	5
31.	B - 179	a) Not treated as professionals	1	2	3	4	(5)
32.	A - 173	a) Business/industry attracting talented math-science students	1	2	3	(4)	5
33.	B - 180	a) Little respect	1	2	3	4	(5)
		b) Attitudes of professors in disciplines of majors	1	2	3	(4)	5

34.	B - 186	a) Poor press	1	2	3	4	(5)
		b) Parental attitudes	1	2	3	4	(5)
		c) Public attitudes	1	2	3	4	(5)
35.	A - 195	a) Lack of recognition by peers	1	2	3	(4)	5
36.	BC - 197	a) Constant demeaning by American press	1	2	3	4	(5)
37.	B - 198	a) Tight job market is choice urban areas; Teachers unwilling to relocate to rural and depressed areas where jobs exist.	1	2	3	(4)	5
38.	BC - 203	a) Administration support for teachers	1	2	3	4	(5)
39.	A - 205	a) "Flatness" (limited advancement opportunities within public schools	1	2	3	4	(5)
40.	B - 207	a) Perceived status in community	1	2	3	4	(5)
41.	B - 208	a) Belief that only low achieving students are becoming teachers	1	2	3	4	(5)
42.	B - 202	a) Declining prestige of teaching	1	2	3	4	(5)
43.	B - 215	a) Societal attitudes toward education	1	2	3	4	(5)
44.	A - 218	a) High priority today on money-making jobs	1	2	3	4	(5)
45.	B - 224	a) Publicity that teaching is overcrowded	1	2	3	4	(5)
		b) Teachers are doing a poor job	1	2	3	4	(5)
46.	B - 231	a) Poor image of profession	1	2	3	4	(5)
		b) Little opportunity for advancement	1	2	3	4	(5)
		c) Parental attitudes toward teachers and the profession	1	2	3	4	(5)
47.	C - 234	a) Lack of prestige for teaching careers	1	2	3	4	(5)
48.	BC - 236	a) General societal attitude to assume responsibility for support and respect	1	2	3	4	(5)
		b) Parents' demands, lack of cooperation	1	2	3	4	(5)
49.	B - 239	a) Current low status in eyes of public	1	2	3	4	(5)

APPENDIX H

RESPONSES TO "OTHER" CATEGORY FOR QUESTION 9

"Please rate the effectiveness of the following methods used to attract students into teacher education programs."

1.	A - 008[1]	a) Interviews by department of education staff	1	2	3	4	(5)
2.	A - 009	a) Teachers and other educators (can be)	1	2	3	4	(5)

[NOTE - Respondent adds, "I really do not know what is effective!" (respondent's emphasis)].

3.	B - 013	a) Personal contact	1	2	3	(4)	5
4.	B - 022	a) Special visit day	1	2	3	4	(5)
		b) Mail	1	2	3	4	(5)
		c) Personal contact	1	2	3	4	(5)
5.	A - 028	a) Counseling by college advisors in subject matter majors	1	2	3	(4)	5
		b) Advice of peer friends	1	2	3	(4)	5
6.	B - 034	a) College nights	1	2	3	(4)	5
		b) Job fairs	1	2	3	(4)	5
		c) Letters to guidance counselors	1	2	3	(4)	5
		d) Letters to target groups of prospective students	1	2	3	(4)	5
7.	B - 037	a) Recruitment of the students who have already enrolled at the college	1	2	3	4	(5)
8.	A - 038	a) Employment opportunity in lab school	1	2	3	4	(5)
9.	A - 043	a) Church membership	1	2	3	4	(5)
10.	B - 046	a) Recruiter contact with school teachers, guidance counselors and principals	1	2	3	4	(5)
		b) Publicity in what is good about schools and the educational process	1	2	3	4	(5)
11.	A - 052	a) Campus visitations (juniors)	1	2	3	(4)	5
		b) "Drop-in" visits by high school students	1	2	3	(4)	5
		c) Mailings to high school students	1	2	(3)	4	5
12.	B - 053	a) Mail contacts (personalized)	1	2	3	4	(5)

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[1] The letter (A, B, or C) represents the type of institution responding to the question. The letter A represents private institutions, B is public institutions, and C is traditionally black institutions. A combination of AC or BC means that the traditionally black institution responded as a public or private institution as well. The number following the letter is the questionnaire identification number.

13.	B - 062	a) Using current students to return to high school to recruit	1	2	3	(4)	5
14.	B - 065	a) Personal contacts [with prospective students by] university faculty	1	2	3	4	(5)
		b) Cost-factors	1	2	3	(4)	5
		c) Extracurricular activities	1	2	3	(4)	5
15.	C - 066	a) Using students presently in program as recruiters	1	2	3	4	(5)
16.	B - 072	a) Student teachers	1	2	3	(4)	5
		b) Alumnae who are teaching	1	2	3	4	(5)
		c) School counselors	1	2	(3)	4	5
17.	B - 076	a) Current student involvement [in teacher preparation program]	1	2	3	4	(5)
		b) High school and community college counselor contact	1	2	(3)	4	5
18.	B - 080	a) Modeling by teachers and professors	1	2	3	4	(5)
19.	B - 106	a) Excellence of college's participation in the field	1	2	3	4	(5)
20.	A - 108	a) Personal letters to all freshmen	1	2	(3)	4	5
21.	A - 118	a) Faculty contacts	1	2	3	(4)	5
22.	C - 121	a) Word of mouth representations	1	2	3	4	(5)
23.	B - 123	a) "Word of mouth" from present students	1	2	3	4	(5)
24.	B - 131	a) Future Teachers Association	1	2	3	(4)	5
		b) Diaglogue with public school personnel	1	2	3	(4)	5
25.	B - 133	a) Satisfied graduates	1	2	3	4	(5)
26.	C - 137	a) Support and encouragement from community groups and churches	1	2	3	4	(5)
27.	B - 138	a) High school assembly programs using college students [to do] a fast-paced "pitch" regarding human development professors (e.g., teaching)	1	2	3	(4)	5
28.	A - 139	a) ACT or SAT searches	1	2	3	(4)	5
		b) Faculty presentations at schools	1	2	3	(4)	5
		c) Band, theatre, etc. presentations [at high schools]	1	2	3	(4)	5
		d) Coaches	1	2	3	4	(5)

29.	A - 147	a) College reputation	1	2	3	4	(5)
		b) Faculty recruiters and staff, not a formal recruiter	1	2	3	(4)	5
30.	B - 148	a) Early identification [from] career awareness projects	1	2	3	4	(5)
		b) Saturday classes [on-campus] for youthful gifted students	1	2	3	4	(5)
31.	A - 155	a) Internships	1	2	3	4	(5)
		b) Programs in retraining	1	2	3	4	(5)
		c) Information about Micro-Lab	1	2	3	4	(5)
		d) Word of mouth	1	2	3	4	(5)
32.	B - 158	a) Junior college visitations	1	2	3	(4)	5
33.	A - 161	a) High school teachers encouraging students to become teachers (modeling)	1	2	3	4	(5)
34.	B - 169	a) Campus visitation to junior colleges	1	2	3	4	(5)
35.	B - 171	a) Contacts via service to schools	1	2	3	4	(5)
36.	B - 175	a) Involvement of high school students in events on-campus sponsored by SCDE	1	2	3	4	(5)
37.	B - 180	a) Future Teachers Association "days"	1	2	3	4	(5)
		b) Music contests	1	2	3	4	(5)
		c) Athletic contests	1	2	3	4	(5)
		d) Team successes	1	2	(3)	4	5
		e) [SCDE faculty] heading programs in community	1	2	3	4	(5)
38.	B - 182	a) Student search programs	1	2	3	(4)	5
39.	B - 193	a) Better, more use of current master teachers	1	2	3	(4)	5
		b) Better, more use of current students, faculty and administrators	1	2	3	(4)	5
40.	BC - 197.	a) Visitations to schools made [by] faculty members	1	2	3	4	(5)
41.	B - 199	a) One-to-one interviews	1	2	3	4	(5)
42.	A - 202	a) Career day	1	2	3	4	(5)
43.	A - 205	a) Personal contact of any sort	1	2	3	4	(5)
44.	C - 214	a) [Student search] by geographic location	1	2	3	(4)	5

45.	B - 215	a) Tradition of the University in teacher education	1	2	3	4	(5)
46.	A - 218	a) College nights	1	2	3	4	(5)
		b) Career programs	1	2	3	(4)	5
		c) Interviews with prospective students	1	2	3	(4)	5
47.	B - 222	a) Personal contact by faculty members	1	2	3	4	(5)
48.	B - 224	a) Recruiters contact with high schools	1	2	3	4	(5)
49.	B - 225	a) Current students [in teacher preparation program]	1	2	3	4	(5)
		b) High school teachers	1	2	3	4	(5)
50.	C - 234	a) College days in high schools	1	2	3	(4)	5
		b) Visits with counselors	1	2	3	(4)	5
51.	B - 235	a) Letters to prospective students	1	2	3	4	(5)
		b) Reputation of the University	1	2	3	4	(5)
		c) Reputation of the School [of Education]	1	2	3	4	(5)
		d) Reputation of the faculty [within the University]	1	2	3	4	(5)
52.	B - 239	a) High quality program (reputation)	1	2	3	4	(5)
53.	A - 242	a) Reputation of Education faculty	1	2	(3)	4	5
		b) Reputation of Education program	1	2	(3)	4	5

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